9-YEAR PROGRAM

Guide to Implementation

Japanese

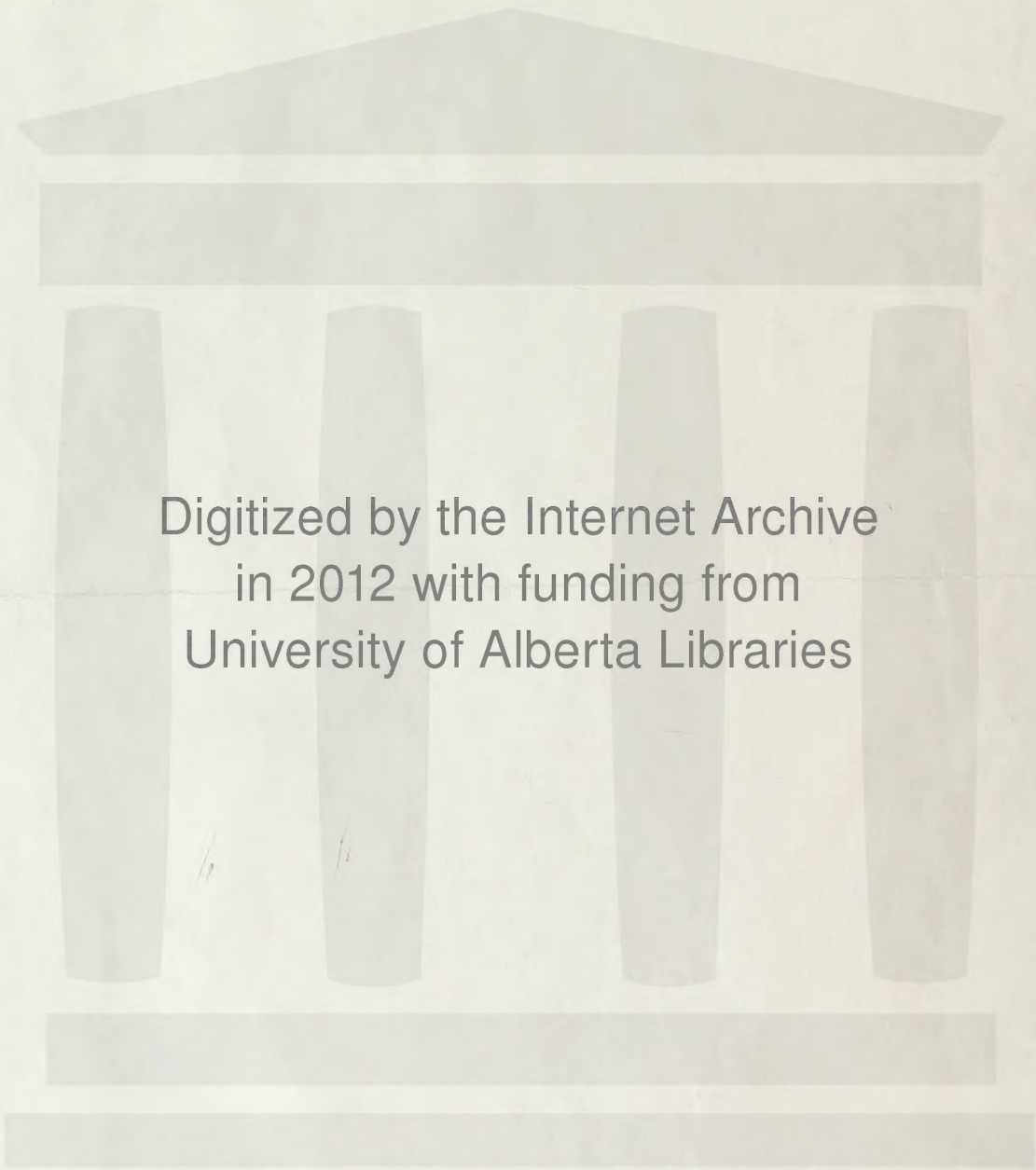
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Copies of this resource are available for purchase from the Learning Resources Centre. Order online at http://www.lrc.education.gov.ab.ca or telephone 780–427–2767 in Edmonton (toll-free in Alberta by dialling 310–0000).

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Teachers	✓
Administrators	
Students	
Parents	

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Chapter 1
Introduction

Chapter Summary

Purpose of This Guide
Understanding the Learner
Multiple Intelligences and Second Language Learning
Brain Research and Second Language Learning
Bloom's Taxonomy
Benefits of Second Language Learning

Purpose of This Guide

This guide to implementation is intended to support the Grade 4 to Grade 6 portion of the Japanese Language and Culture Nine-year Program (the program of studies). It was developed primarily for teachers, yet it includes information that may be useful for administrators and other stakeholders in their efforts to plan for and implement the new Japanese program of studies.

Familiarity with the program of studies is essential as teachers plan and implement language courses in their classrooms. The program of studies provides a brief discussion of the value of learning a second language and lays out learning outcomes for each grade level. It defines what students are expected to achieve and, hence, what teachers are expected to teach. To obtain the current version of the program of studies, visit the Alberta Education Web site at http://education.alberta.ca/teachers/com/interlang/japanese.aspx.

This guide to implementation will assist educators as they:

- develop further understanding of the program of studies
- plan for meeting the needs of diverse learners
- plan for the use of technology in the delivery of the new program
- communicate with stakeholders, such as parents and community members
- plan for instruction and assessment that support student achievement of the learning outcomes
- monitor student progress in achieving the learning outcomes

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- select learning resources to support their own professional development
- select student learning resources to enhance instruction and assessment.

Research of second language learning and acquisition has identified several general principles of effective language learning. These principles guided the development of the conceptual model used in the program of studies. A clear understanding of these principles will provide a strong foundation for teachers as they develop and select teaching and learning strategies for classroom implementation.

Engaging Students in Meaningful Tasks

Language learning is more effective when classes are structured around meaningful tasks rather than elements of the language itself, such as grammatical structures, vocabulary themes or language functions. The principal focus of classroom activities is on communication while learning about a content area (e.g., wolves and their habitat) or while carrying out a project (e.g., creating a family album). Specific language skills are taught when students realize they need specific vocabulary, structures or functions to carry out the task they have chosen to do. When language learning has purpose, students tend to be more motivated to learn.

Maximizing Student Interaction

Students learn languages more effectively when they have ample opportunities to work in small groups on tasks that they have had a hand in choosing and that require them to negotiate meaning; i.e., make themselves understood and work to understand others. In classrooms structured with a maximum amount of student interaction, students have more practice time, they work on tasks that reflect their interests, and they use the language in situations that more closely resemble those outside of the classroom.

Ensuring Student Awareness and Use of Thinking and Learning Strategies

➔ **For more information ...**

Japanese Language and Culture Nine-year Program, Grades 4–5–6

Successful language learners use a number of cognitive, metacognitive and social/affective strategies that help make their learning more effective. Communication and language use strategies are important to the development of communicative competence and are clearly laid out in the "Strategies" section of the program of studies.

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Many students benefit from explicit classroom instruction regarding language learning and language use strategies. Once students are aware of the various strategies and have practised them, they can select the most effective ones for a particular task. By using strategies they have selected, students see the link between their own actions and their learning and become more motivated and more effective language learners.

Building on Prior Knowledge

The constructivist theory of learning suggests that people learn by integrating new information or experiences into what they already know and have experienced. Students do this most effectively through active engagement with tasks that are meaningful to them, in authentic contexts, using actual tools. For this reason, the content and tasks around which lessons and units are structured should be chosen from within the students' areas of experience. For example, if students are involved and interested in a particular sport, a task can be chosen that links with this interest. The learning activities will build on the students' knowledge and experience while encouraging them to increase their understanding and broaden their horizons.

Students come to their language learning experiences with unique sets of prior knowledge, even if they have similar cultural and socioeconomic backgrounds. Classroom activities that provide choice and flexibility allow students to make meaningful connections and to be actively involved in constructing their own learning.

Transferring First Language Knowledge

Students come to their language and culture classes with large bodies of useful knowledge about language, even if they have never spoken a word of the language being taught. They can transfer knowledge of their first language and other languages to their learning of a new language. They may also transfer language learning and language use strategies from one language context to another. Initially, the first language may also be a source of interference as students try to apply generalizations valid for their dominant language to the language they are learning. Students benefit from an awareness of both similarities and differences between their first language and the language being learned in terms of all components of language; e.g., sound system, grammar structures, vocabulary and discourse features.

Understanding the Culture

Intercultural competence is an essential element of any language-learning endeavour. Knowledge of the target culture must take into account that cultures evolve over time and minority cultures exist within the dominant culture in any society. If students develop the skills to analyze, understand for themselves and relate to any culture they come in contact with, they will be prepared for encounters with cultural practices that have not been dealt with in class.

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Understanding the Learner

The Nature of Grade 4 to Grade 6 Learners

The Japanese Language and Culture Nine-year Program, Grade 4 to Grade 12, is a student-centred curriculum designed to support the language learning of students in Alberta. The unique characteristics and needs of these students formed the basis for curriculum development.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates and in different ways throughout a learner's stages of growth, developing progressively according to individual characteristics and criteria. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts with ever-increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding.

Language and literacy development begins with a child's earliest experiences with language. The development of listening, speaking, reading, writing, viewing and representing skills is an interrelated process. Young learners actively engage in acquiring language and constructing their own understandings of how oral and written language works. Language learning in the early years is fostered through experience in meaningful contexts. Social interaction is also a vital part of the students' social, emotional, intellectual and linguistic development.

Students need to feel accepted and confident that they will be supported by others in their risk taking, learning and growing. Self-concept plays an important role in students' learning and in their willingness to try challenging tasks. In their early years, learners are eager to make sense of the world and are developmentally ready to explore, take risks, construct things and take things apart. They are also acquiring attitudes toward learning that they will carry with them throughout their school years and beyond.

Language and literacy learning at the Grade 4 to Grade 6 level requires a unique classroom culture and climate that is different from those required for younger and older students. These students are distinguished by special intellectual, moral, physical, emotional, psychological and social characteristics that shape the way they learn. The methods, contexts, resources and supports chosen by teachers should be influenced by the needs, characteristics and interests of their individual students, and so the teachers' styles, attitudes and pacing may vary from classroom to classroom.

Students in grades 4 to 6 bring a wide range of abilities and characteristics with them to the classroom. As well, these learners are experiencing a period of change and developmental growth. Self-concept and self-esteem play important roles in their learning. Positive reinforcement, recognition, acceptance by adults and peers, and support of developing personal independence all play significant roles in promoting the students' learning.

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Learners in grades 4 to 6 typically prefer active learning and interaction with their peers during learning experiences. They also respond positively to real-life contexts and situations. It is during grades 4 to 6 that learners demonstrate a wide range of development in the transition between concrete and abstract thinking.

The Second Language Learner

The program of studies meets the needs of a wide range of learners. Currently, most students enter this program in Grade 4 with little or no previous exposure to the Japanese language. Most of these students speak English as a first language within an English language majority environment; however, students also enter this program with a variety of language skills and experiences. For example, some students enter this program with some Japanese language experience, while others enter with strong proficiency in Japanese or other related languages. Occasionally, students will enter this program with little or no English language proficiency. Therefore, a diverse range of student language abilities exists in Japanese language and culture classrooms.

The Japanese Language and Culture Nine-year Program was developed with the assumption that the majority of students entering the program at the Grade 4 level would have little or no previous exposure to the Japanese language. Therefore, the majority of students must be considered second language learners. This requires that when planning and delivering instructions, teachers need to consider the unique needs, characteristics and influences that affect their students as second language learners.

Second language learning is influenced by many factors that can be broadly categorized into three main areas:

Outside Influences

These include social, economic and political influences. For example, the importance placed by the family and the community on the language being learned, as well as the availability of opportunities to use the language meaningfully outside the classroom, are both factors that can impact the acquisition of a second language.

Classroom Factors

Important classroom-based factors that impact second language learning include instructional organization, such as the amount of time spent conversing in the second language, the quality of the language input and class size. Teaching styles, methodologies and approaches are also key classroom factors.

Personal Characteristics

Personal characteristics include individual differences that can impact the rate and quality of an individual's second language acquisition. Elements such as previous knowledge and experiences with the first language, Japanese or other languages can have significant impacts on a student's future learning of a new language. Personal characteristics such as the age at which the student began learning the second language, the student's aptitude for learning languages, as well as the student's motivation, attitude toward learning the language and learning

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preferences are also contributing factors. Other personality variables, such as anxiety levels, self-esteem, self-concept and social skills, have also been thought to influence second language acquisition.

Factors That Influence Multilingual Development

There are a number of individual factors that impact students and their capacity to learn an additional language. These factors are beyond the control of the teacher or school, but they are important to consider as they help explain why students acquire language at different rates. Tracey Tokuhama-Espinosa (2001) identifies 10 key factors that impact individual learners. The following are nine of these factors that are most relevant for language learners in elementary school settings:

Aptitude

Every student is born with an inherent aptitude for different kinds of learning. While teachers cannot influence how much aptitude a student has, they can use the other eight factors to optimize whatever aptitude exists.

Timing

There is a window of opportunity in a person's life when second language learning is facilitated by various factors. Research has shown that the preschool years and the period up to approximately age 12 are particularly important in children's linguistic development. The debate over whether it is better to begin second language learning at an early age or to wait until students are more mature has not been resolved. Some evidence supports starting second language learning early, as there are differences in the brain processes between learning a second language as a young learner and learning the language as an older learner. Students who begin learning at an earlier age also would have greater exposure to the language over time.

Motivation

Students' readiness to learn another language is partially dependent on their motivation and on internal and external factors, such as how a student feels about the language being learned and the attitude of other significant persons; e.g., parents and peers. Positive experiences with, and positive perceptions of, the second language serve to increase motivation.

Planning

In her research, Tokuhama-Espinosa found that families that had a well-developed plan to provide good language learning opportunities were more successful in developing bilingual language skills. In a school setting, it is equally important that an effective instructional plan is in place to implement a language and culture program.

Consistency

Second language students exposed to language learning opportunities in a consistent and continuous fashion are most successful. In schools, it is important to schedule language and culture programs in a way that provides for well-sequenced and consistent language learning opportunities.

Opportunity

A student may have great motivation, but without the opportunity to practise a second language in meaningful situations, he or she never becomes truly proficient. It is important that sufficient time be allocated for language and culture programs during the school day. Students and parents can supplement and enhance classroom language learning by seeking out or building opportunities for language learning in the home and in the community, as well as by participating in relevant extracurricular activities.

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Linguistic Relationship among Languages	The target language and those that the students are already fluent in may share a common historical root. If the student's first language shares roots with the second language, the second language is easier to learn due to similarities in grammar, vocabulary and sound systems and the ease of transfer of their first language skills. Teacher awareness of the linguistic diversity present in the classroom enables more effective responses to learner needs and assists in assessing student learning.
Gender	There is evidence that women and men use different parts of the brain when engaged in language learning. When planning learning activities, teachers need to consider gender differences and ensure that a variety of instructional approaches are used to address diverse student characteristics.
Hand Use	Most people have their main language area of the brain in the left frontal and parietal lobes, but, inexplicably, 30 percent of those who write with their left hand and 5 percent of those who write with their right hand may actually have language spread out over a greater area. This is not to say that these individuals are better at second language learning than others, but rather that they may favour different teaching methods.

Multiple Intelligences and Second Language Learning

Harvard psychologist Howard Gardner (1983, 1998) has spent many years analyzing the human brain and its impact on education, including language learning. According to his research, an individual possesses multiple intelligences, but these intelligences are developed to different degrees.

Gardner's Types of Intelligence

Linguistic Intelligence: The ability to read, write and communicate with words.

Logical-mathematical Intelligence: The ability to reason and calculate.

Visual-spatial Intelligence: The ability to master position in space. This intelligence is used by architects, painters and pilots.

Kinesthetic Intelligence: The physical intelligence used by dancers and athletes.

Musical Intelligence: The musical ability highly developed by composers and top musicians.

Interpersonal Intelligence: The ability to relate to others, used by salespeople and psychologists.

Intrapersonal Intelligence: The ability to know one's inner feelings, wants and needs.

Natural Intelligence: The ability to learn by exploring nature.

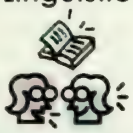
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The Implications of Multiple Intelligence Theory on Second Language Teaching

- **Learning is experiential**: Students learn by engaging in real hands-on activities and tasks.
- **Learning uses all senses**: Teachers can reinforce learning with pictures and sounds, and students can learn by touching, tasting and smelling (Dryden and Rose 1995).
- **Learning should be fun**: The more fun it is to learn a language, the more one will want to continue. Learning while playing is an effective way to learn as it creates emotional attachments, and emotion is a door to learning (Jensen 1994, Dryden and Vos 1997, Dryden and Rose 1995).
- **Learning is best in a relaxed but challenging environment**.
- **Learning is enhanced through music and rhythm**: Often one can remember the songs learned in early childhood because words combined with music are easier to learn (Lozanov 1978, Campbell 1997, Brewer and Campbell 1998).
- **Learning is enhanced through action**: While traditionally students were encouraged to sit all day long, we now know that students learn more when they move as they learn. Teachers can use learning strategies that include physical interaction and can encourage students to dance and move to the rhythm when learning a language (Gardner 1983, Doman 1984, Dryden and Vos 1997).
- **Learning is enhanced by engaging with others**: Having students practise a language by talking to each other socially (e.g., over a meal) is a great way to learn (Gardner 1983, Dryden and Vos 1997).

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Gardner's Multiple Intelligences

Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Linguistic 	verbalizing, hearing and seeing words	How can I use the spoken or written word?	• creative writing • formal speech • humour or telling jokes • impromptu speaking • journal or diary keeping • oral debate • poetry • storytelling
Logical-mathematical 	conceptualizing, quantifying and thinking critically	How can I bring in numbers, calculations, logic, classifications or critical-thinking skills?	• puzzles • logic games • abstract symbols and formulas • calculation • counting • deciphering codes • finding patterns • graphic organizers • number sequences • outlining • problem solving
Visual-spatial 	drawing, sketching and visualizing	How can I use visual aids, visualization, colour, art or metaphor?	• drawing • creating videos • active imagination • colour schemes • designs and patterns • drawing guided imagery • mind mapping • painting pictures • sculpture/model
Kinesthetic 	dancing, building models and engaging in hands-on activities	How can I involve the whole body or use hands-on experience?	• physical games • body language • dancing—folk or creative • drama/acting • inventing • martial arts • mime • physical gestures • physical exercises • playing sports and games • role-playing

Gardner's Multiple Intelligences Chart: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), pp. 266–267.

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Intelligence	Students learn best by:	Teacher's Planning Questions	Learning Activities
Musical 	singing, chanting and playing background music while learning	How can I bring in music or environmental sounds, or set key points in a rhythmic or melodic framework?	• chanting • humming • rapping • listening to music • music performance • music creation • rhythmic patterns • singing • tonal patterns • vocal sounds and tones
Interpersonal 	working with another person or a group of people	How can I engage students in peer sharing, cooperative learning or large group simulation?	• peer assessment • collaboration skills • cooperative learning • empathy practices • group projects • intuiting others' feelings • listening • person-to-person communication • teamwork/division of labour
Intrapersonal 	relating to a personal feeling or an inner experience	How can I evoke personal feelings or memories or give students choices?	• self-assessment • reflective writing • guided imagery • focusing/concentration skills • higher-order reasoning • metacognition techniques • silent reflection methods • telling about feelings • telling about thinking • thinking strategies
Natural 	observing, classifying and appreciating	How can I relate the students' learning to the physical world?	• discovering, uncovering • observing, watching • forecasting, predicting • planting • comparing • displaying • sorting and classifying • photographing • building environments

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Brain Research and Second Language Learning

Diane Larsen-Freeman (2000) observes that "the issue for teachers who wish to honour the diversity of intelligences among their students is how to represent the other intelligences and enable each student to reach their full potential, while not losing sight that their purpose is to teach language" (p. 172).

The following are implications of brain research for second language learning:

1. **Build in reflection**: It is important to let children take time to "simmer." There is a silent stage to language learning. First children absorb the language. Later they begin to speak (Krashen 1992).
2. **Link learning**: "The more you link, the more you learn" (Dryden and Vos 1999, p. 315). Anything can be linked when learning a second language, including numbers and new vocabulary words (Dryden and Vos 1997). For example, link numbers and words in a playful way (Dryden and Rose 1995). Reciting the numbers from one to ten in the target language in rhythm is a fun way to begin language learning.
3. **Use the whole world as the classroom**: Real-life experiences and situations engage learners and bring meaning and context to the learning process (Dryden and Vos 1997).

Brain-based Learning Theory

Brain-based learning theory asserts that all humans are born with the ability to learn. "Although all learning is brain based in some sense … brain-based learning involves acknowledging the brain's rules for meaningful learning and organizing teaching with those rules in mind" (Caine and Caine 1994, p. 4).

Caine and Caine (1991, 1994, 2005) outline 12 principles to provide a theoretical foundation for brain-based learning:

1. **Learning involves the entire physiology**: Everything that happens to us, whether it is physical, emotional or cognitive, has an effect on learning.
2. **The brain is social**: We always search for ways to belong to a community and seek interaction with others.
3. **The search for meaning is innate**: We strive to make sense of our experiences.
4. **The search for meaning occurs through patterning**: We categorize our experiences so we can establish patterns and bring order to our world.
5. **The brain is a parallel processor**: It can perform several different activities at the same time.
6. **Emotions are critical to patterning**: Emotion and cognition are strongly tied. It is emotionally difficult to change patterns such as assumptions and beliefs.
7. **The brain processes parts and wholes simultaneously**: The brain is designed to perceive experiences as both separate and interconnected.

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8. **Learning involves both focused attention and peripheral perception**: Even when we are paying attention to one task, we are also absorbing information reaching us from the environment outside our immediate focus.

9. **Learning always involves conscious and unconscious processes**: Unconscious processing is ongoing and contributes significantly to understanding.

10. **There are at least two different types of memory**: Systems for rote learning and spatial memory coexist in the brain. Memory is not only what we "store and retrieve"; it is based on what we encounter in our natural, daily experiences.

11. **Learning is enhanced by challenge and inhibited by threat**: Feelings of self-worth and accomplishment allow us to learn. Feelings of fear brought on by fatigue, helplessness or overstimulation cause our brains to "downshift."

12. **Each brain is unique**: Although our brains share physical characteristics, we each perceive and react to the world differently.

Sample Strategies to Support Brain-based Learning:

- Develop an understanding of the impact of nutrition, exercise and stress on learning.
- Facilitate cooperative learning and provide students with opportunities to interact.
- Use various methods and approaches that have been proven effective.
- Acknowledge that students mature at different rates. Because of these natural differences, "equality" in student performance is not expected.
- Provide a learning environment that employs routines and behavioural guidelines, while offering activities that challenge and excite students.
- Model enthusiasm for communicating in the second language.
- Provide a classroom environment that features changing displays of vocabulary and culturally rich materials.
- Facilitate language and culture immersion activities, such as field trips, projects, stories, performances and drama.
- Provide opportunities for students to actively process what and how they have learned through reflection and metacognition.
- Foster a classroom atmosphere where students take learning risks yet feel safe and relaxed.
- Account for individual learning preferences.

Bloom's Taxonomy

Bloom's Taxonomy is a model that focuses on six levels of complexity in the thinking processes. Knowledge and Comprehension are the lower or more concrete levels of thinking. Analysis, Synthesis and Evaluation represent higher or more complex levels of thinking. The Application level, which falls between the lower and higher levels, can be less or more complex depending on the task.

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Sample Activities Organized in the Bloom's Taxonomy Model

Level	Sample Activities in the Second Language Classroom
Knowledge/ Comprehension Students recall information and restate the information in their own words.	• Arrange lines of dialogue • Fill out authentic forms in Japanese • Listen for sequence • Explain the "What? Who? Where? When? How? Why?" • Describe scenes from a video presentation • Describe pictures from Japanese culture • Define words • Listen to and paraphrase in English a conversation heard in Japanese • Draw pictures from verbal descriptions of a Japanese cultural scene or object • Understand text written in Japanese
Application Students apply the information in one or more contexts.	• Dub cartoons or television shows • Instruct others to prepare a typical cultural dish step-by-step • Produce questions with correct pronunciation • Apply a cultural custom to a real-life situation • Interview classmates on their daily activities • Plan a menu for occasions typical of Japanese culture • Make shopping lists for various cultural or social events • Apply rules of cultural protocol for dining in Japan • Apply gestures learned to an authentic situation • Apply reading strategies to understand authentic texts
Analysis Students understand component parts and recognize patterns so they can compare and contrast or categorize information.	• Identify elements of a particular literary form • Analyze the lyrics of popular songs to compare two cultures' perspectives • Compare points of view found in two editorials • Analyze a story, poem and other authentic material • Analyze a scene from Japanese culture • Find evidence to support opinion • Compare own customs with Japanese customs • Conduct a survey and analyze the results • Analyze the typical foods of Japanese culture for nutritional value • Identify the best route to a historic site important to Japanese culture • Play the role of a tourist who bargains in Japanese for merchandise
Synthesis Students make predictions and create new ideas based on their knowledge of component parts.	• Write an alternative ending to a story • Predict consequences if historical events were altered • Write titles for a play, story or article • Write headlines in newspaper style on current issues in Japan • Predict future events • Write a diary for an imaginary trip • Extend a story • Hypothesize reactions to different situations based on Japanese cultural beliefs • Compose a poem, skit, role-play or advertisement • Create hypothetical real-world situations in Japanese culture • Create an infomercial
Evaluation Students judge what they have analyzed and support their opinions.	• Evaluate solutions to cultural dilemmas • Express and justify opinions on creative products of Japanese culture • Give and support opinions about issues • Evaluate television shows, movies or cartoons • Write an editorial, giving and supporting own opinion • Express the pros and cons of policies • Give and support a decision in a mock trial • Write an ambassador with suggestions for the resolution of a real-world problem • Justify, in Japanese, decisions of what sites to visit • Read an editorial in a newspaper, respond, and send the response • Evaluate Web pages as sources of information in Japanese

Sample Activities Organized in the Bloom's Taxonomy Model: Adapted with permission from the Nebraska Department of Education, *Nebraska K–12 Foreign Language Frameworks* (Lincoln, NE: Nebraska Department of Education, 1996), p. 307.

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Benefits of Second Language Learning

In North America, the 1990s was a decade of renewed interest in language learning. There is a growing appreciation of the role that multilingual individuals can play in an increasingly diverse society, and there is a greater understanding of the academic and cognitive benefits of learning other languages. The last decade has seen an emerging global interest in international languages and second language education. This has led researchers, policymakers, educators, employers, parents and the media to re-examine the advantages of learning additional languages.

Increased research on brain development has focused attention on learning processes and developmental issues. Some of this research has analyzed the effects of language acquisition on the brain. The results of these studies have generated interest in how early learning experiences, including first and second language acquisition, promote cognitive development. Most experts agree that making it possible for children to learn a second language early in life and beyond is entirely beneficial. A summary of the many benefits of learning a second language follows.

Personal Benefits

An obvious advantage of knowing more than one language is having expanded access to people and resources. Individuals who speak and read more than one language have the ability to communicate with more people and read more literature, and benefit more fully from travel to other countries. Introducing students to alternative ways of expressing themselves and to different cultures gives greater depth to their understanding of the human experience by fostering an appreciation for the customs and achievements of people beyond their own frames of reference. In many cases, the learning of a second language can strengthen the personal connection to the language and culture of one's own heritage. Knowledge of a second language can also give people a competitive advantage in the work force by opening up additional job opportunities (Villano 1996).

For many people, there's something inherently enjoyable about successfully communicating in another language. Learning a new language can be an intensely challenging and rewarding experience.

Cognitive Benefits

Some researchers suggest that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa 1991). Other studies suggest that bilingual individuals outperform similar monolinguals on both verbal and nonverbal tests of intelligence, which raises the question of whether ability in more than one language enables individuals to achieve greater intellectual flexibility (Bruck, Lambert and Tucker 1974; Hakuta 1986; Weatherford 1986).

Benefits of Second Language Learning: Adapted from Kathleen M. Marcos, "Second Language Learning: Everyone Can Benefit," *The ERIC Review* 6, 1 (Fall 1998), pp. 2, 3.

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Academic Benefits

Parents and educators sometimes express concern that learning a second language will have a detrimental effect on students' reading and verbal abilities in English; however, several studies suggest the opposite. Knowing a second language, according to the latest research on reading, can help children comprehend written languages faster and possibly learn to read more easily, provided that they are exposed to stories and literacy in both languages (Bialystok 1997). By age four, bilingual children have progressed more than monolingual children in understanding the symbolic function of written language. By five, they are more advanced than those who have learned only one writing system.

The positive effects of bilingualism were also documented in an American study analyzing achievement test data of students who had participated five years or more in immersion-type international language programs in Fairfax County, Virginia. The study concluded that students scored as well as or better than all comparison groups and continued to be high academic achievers throughout their school years (Thomas, Collier and Abbott 1993). Numerous other studies have also shown a positive relationship between foreign language study and achievement in English language arts (Barik and Swain 1975, Genesee 1987, Swain 1981).

Societal Benefits

Bilingualism and multilingualism have many benefits for society. Albertans who are fluent in more than one language can enhance Alberta's and Canada's economic competitiveness abroad, maintain Alberta's and Canada's political interests and work to promote an understanding of cultural diversity within the nation. For example, international trade specialists, overseas media correspondents, diplomats, airline employees and national security personnel need to be familiar with other languages and cultures to do their jobs well. Teachers, health care providers, customer service representatives and law enforcement personnel also serve their communities more effectively when they can communicate with people of diverse languages and cultures. Developing the language abilities of students will improve the effectiveness of the work force and strengthen communities for years to come.

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Chapter 2
Planning

Chapter Summary

Introduction
Program of Studies
Planning Considerations
Planning Approaches
Year Plans
Unit Plans
Lesson Plans

Introduction

Planning models require careful consideration of the curriculum they are intended to support. Effective planning ensures that all elements are consistent with the general and specific outcomes of a program of studies.

Program of Studies

The program of studies prescribes what students are expected to learn and be able to do at each grade level. It is the **primary reference** for teachers as they plan for student learning.

→ **For more information ...**

Appendix A
Specific Outcomes
Chart

Teachers determine what should be taught to accomplish the general and specific outcomes in the program of studies and continually refer to the program outcomes during the planning process. The Specific Outcomes Chart in Appendix A provides a summary of all program outcomes and is useful for planning and tracking outcome coverage throughout the year.

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Alignment

Many school districts are approaching instructional improvement through planning processes that emphasize the need to align learning outcomes with assessment practices. This alignment helps teachers articulate what students should be able to learn, know and do. Alignment encourages teachers to focus first on the learning outcomes and clearly communicate learning expectations to support and measure student achievement. Alignment can also provide a focus for a teacher's professional development plan that centres on curriculum and instruction.

Implementing the Program of Studies

The *Japanese Language and Culture Nine-year Program Guide to Implementation, Grades 4–5–6* is designed to assist teachers as they plan for and implement the Japanese Language and Culture Nine-year Program, Grades 4–5–6 (the program of studies). The teaching and learning activities, assessment strategies, unit plans and lesson plans presented in this guide are **suggestions only**. They are provided to stimulate ideas and to help teachers envision and plan an effective Japanese classroom program.

The Grade Level Samples in Chapter 8 include teaching and learning activities and assessment strategies for each specific outcome from Grade 4 to Grade 6. These are samples only, providing teachers with possibilities to consider as they plan and implement the program.

Considerations for Effective Implementation

Japanese language and culture programs should strive to provide a rich language learning environment, stressing communicative competence and enriched cultural experiences that maximize student opportunities for learning.

Effective learning environments are those in which:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning preferences and needs are accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the language studied is emphasized
- quality multimedia, print, human and other resources are available and applied in a supportive, meaningful and purposeful manner.

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Instructional Time

Language and culture programs of study are developed based on 95 hours of instruction time per grade level, or approximately 150 minutes per week. This is 10 percent of the total instructional time.

When planning for instructional time in the Japanese language and culture program, administrators and teachers should carefully consider the impact of time scheduling on the linguistic development of the students. It is strongly recommended that Japanese language and culture courses be scheduled to ensure maximum exposure to the language throughout the school year. If students lose contact with the language for long periods of time, additional time must be taken to review previously learned material that may have been forgotten. Students benefit from using the language on a daily basis.

Class Groupings

In some situations, students from two grades may have to be combined into one class. As well, many classrooms will contain students at the same grade level with varying proficiency levels. By using a range of instructional and planning strategies, students of different ages and different levels of ability can be accommodated in a single classroom.

Japanese Program Collaboration

Effective Japanese language and culture programs depend heavily on collaboration among a range of stakeholders. Students, parents and parental organizations, teachers, school administrators, central administration, government, community members, members of Japanese-speaking communities, post-secondary institutions, cultural institutions, and other stakeholders all play crucial roles in supporting language and culture programs. Teachers should ensure that opportunities for collaboration are maximized.

Materials

Students should work with all kinds of authentic audio, video, print and multimedia resources, including documents and texts designed for Japanese speakers as well as materials prepared for second language learners. These resources should also be appropriate for the age, developmental levels and linguistic levels of the students.

Tips for Choosing Appropriate Instructional Materials

1. Materials should be flexible enough to accommodate the diversity found in schools and should address a variety of learning preferences, interests, abilities, attention spans and backgrounds.
2. Materials should reinforce positive aspects of the students' self-images.
3. Materials should be relevant to students' interests.

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Planning for Professional Development

Teaching in the Japanese language and culture program demands a broad range of knowledge and skills, both in the Japanese language and in second language pedagogy. Teachers should continue to engage in professional development to maintain or improve their proficiency in the Japanese language and to continuously improve their teaching skills.

Japanese language and culture teachers will benefit from professional development opportunities to speak the language, to increase understanding of Japanese culture and to build their understanding of second language teaching methodologies. In addition, teachers will benefit from professional development that focuses on:

- responding to diversity in the classroom and using multilevel groupings
- cooperative learning and student-centred learning
- multimedia and computer-assisted learning
- resource-based language learning.

Student Motivation

When students value their learning, believe they can succeed and feel in control of the learning process, they develop a motivation and a desire to learn. Teachers can foster students' motivation to learn by:

- instilling in each student a belief that he or she can learn
- making students aware that they can learn by using a variety of learning strategies
- helping students become aware of their own learning processes and teaching them strategies for monitoring these processes
- assigning tasks and materials of appropriate difficulty and making sure that students receive the necessary instruction, modelling and guided practice to be successful
- communicating assessment processes clearly so that students understand the criteria by which progress and achievement are measured
- helping students set realistic goals to enhance their learning
- helping students celebrate their own and their classmates' learning progress and achievements within the school community and the broader community
- ensuring that instruction is embedded in meaningful learning events and experiences
- modelling personal enjoyment of Japanese language learning and communicating the value of learning another language for success in the world beyond the classroom
- involving students in the selection of themes, topics, resources and activities around which learning experiences will take place
- creating inclusive, risk-free classroom communities where curiosity is fostered and active involvement in the learning process is valued and shared
- providing uninterrupted time for sustained engagement with appropriate Japanese print and nonprint resources
- providing collaborative learning experiences that enable students to exchange ideas and perspectives, develop a sense of purpose and build a sense of community

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- using contextualized vocabulary presentations and visuals such as pictured vocabulary, videos and charts
- emphasizing the development of understanding rather than the decontextualized memorization of vocabulary lists and grammar rules
- scaffolding complex tasks to facilitate learning of abstract concepts.

Planning Considerations

Prior Knowledge

The Japanese Language and Culture Nine-year Program, Grades 4–5–6 assumes that students will have limited or no previous knowledge of the Japanese language upon entry. In situations where the majority of students do have previous knowledge of the Japanese language, schools may offer an accelerated program or may assess students and plan courses to suit students' individual needs. In all cases, students' language levels should be assessed and programs adapted, when necessary, to meet individual language learning needs. Students who already have a second language, particularly one that is related to the Japanese language, will often learn additional languages more quickly and more easily than those beginning their study of a second language.

Student and Parent Awareness

Students and parents need to be aware of learning outcomes and how they are assessed or evaluated. When students and parents understand learning outcomes and learning outcome assessment or evaluation criteria, they are encouraged to participate in the learning process.

Language of Instruction

As the ultimate goal of the Japanese Language and Culture Nine-year Program Grade 4 to Grade 12, is to have students use Japanese for a variety of purposes in a variety of situations, Japanese should be modelled and used in class as frequently as possible. English will likely be used to some extent in the beginning stages but can gradually be phased out. It may be decided that certain activities are done in English, such as students' reflective writings and learning logs or the delivery of relatively complex instructions or explanations.

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Choice of Topics and Tasks

➔ **For more information ...**

Appendix C
Sample Text Forms

The choice of learning topics and tasks should be guided by the needs, interests and daily experiences of the students and by the elements outlined in the four components of the program of studies.

Opportunities for Japanese Language Use and Real-life Applications

Proficiency-based instruction that focuses on what students can do with what they know is critical. Classroom activities that engage students in meaningful and purposeful language use should predominate.

Students will be more successful Japanese language learners if they have opportunities to use the language for authentic and meaningful communication in a broad range of contexts. In addition, the curriculum supports and encourages the real-life application of Japanese language learning through meaningful contact with fluent speakers of the Japanese language and authentic texts, such as Japanese language newspapers, magazines, electronic communications and multimedia resources.

It is important to have a rich Japanese language environment in the classroom, but it is also very beneficial to provide cocurricular and extracurricular activities during which students have opportunities to use and develop their Japanese language skills. Such school-sponsored activities as Japanese language camps, visits to cultural facilities, pen pals, plays and performances, language clubs, school visits and exchanges are important. It is also important to encourage students to continue their development of Japanese language skills by using the language for personal enjoyment, listening to music, attending cultural events and performances, and accessing and using self-study resources.

Knowing the Students

➔ **For more information ...**

Chapters 3, 4, 5 and 6

Teachers should identify student needs, background knowledge and experience. They should select learning activities that are appropriate for the age and interests of the students and that complement the lexical fields outlined in the program of studies. Instructional plans can be differentiated to meet the needs of all students in the class. Planning is continual and is informed by needs that become evident through classroom assessment.

Diversity of Needs

➔ **For more information ...**

Chapters 4, 5 and 6

All classes consist of students with a variety of needs. Some students may have special education needs, while others may be gifted and require greater challenges. Some students may speak English as a second language and require ESL-specific support and accommodations. It is therefore important to always consider the diverse needs of students when planning a language and culture program.

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The program of studies specifies four components for the development of communicative competence. The Applications component outcomes provide meaningful contexts for students' language and culture learning. Language Competence, Global Citizenship and Strategies component outcomes can be integrated with Applications outcomes. An initial focus on an Applications outcome(s) can serve to motivate and engage students by providing a goal or a reason for their Japanese language and culture learning. When planning, keep a strong focus on Applications in mind and think of ways to integrate learning outcomes from Language Competence, Global Citizenship and/or Strategies with outcomes from Applications.

Getting to the Destination

Think of the program of studies as a car with four passengers headed to a specific destination. In this scenario, all four occupants contribute to the car reaching its destination—to the achievement of the program learning outcomes.



Applications is the **driver**, making sure the car moves toward the planned destination. If the car is to reach its destination, Applications must be in the driver's seat.



Language Competence is the **passenger** who sits beside Applications, ensuring that the driving is done accurately and competently. Language Competence ensures that the **rules of the road** are adhered to and interprets various road signs for Applications.



Global Citizenship considers what the **outside world** is like and how it relates to all passengers. Global Citizenship provides information about the various places the passengers will be driving to and what they can expect when they get there.



Strategies is the **troubleshooter**. Strategies speaks up when questions or problems arise, offering advice about how all passengers can work effectively to make the trip a positive experience. When passengers encounter problems, Strategies shares ideas on how to find solutions. Strategies asks the right questions at the right time, making sure everyone in the car knows what they are doing and why they are doing it.

All four components are essential to get the car to its destination:
Applications to drive the car forward
Language Competence to pay attention to accuracy and details
Global Citizenship to add colour, life, tolerance and possibilities
Strategies to provide important problem-solving skills.

To further the metaphor, if the program of studies is a car on a journey, teachers are the navigators. Teachers plan the route and determine when the car has reached its destination.

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Plan for Strategic Learning

→ For more information ...

Chapter 3

Plan for students to learn and independently select and use cognitive, metacognitive and social/affective strategies. Strategies outcomes for Language Learning, Language Use and General Learning are explicitly taught to students. As students become more aware of how to use strategies to enhance their learning, they will be able to choose strategies that work most effectively for them.

Integrate Outcomes

Most learning activities, even simple ones, involve multiple specific and general outcomes. For example, singing a Japanese song involves outcomes from the Applications, Language Competence, Strategies and Global Citizenship components of the program of studies. The challenge is for teachers to be familiar with the outcomes and to select outcomes for the focus of a lesson (or unit). The teacher plans lessons to ensure that all outcomes receive focused attention periodically throughout the school year.

Outcome Integration: A Sample (Grade 4)

Activity	Divide students into groups and have them choose a Japanese-speaking community. Students gather information about the culture of that community and organize it in a KWL chart (see Appendix D: Graphic Organizers). Students then reorganize the information into subtopics and create a poster that illustrates the key information and includes several sentences in Japanese that describe the people of that community.
Applications	A–5.2 *gather and organize information* a. gather simple information b. organize items in different ways
Language Competence	LC–3.2 *writing* a. copy simple written words and phrases in guided situations
Global Citizenship	GC–1.4 *diversity within Japanese culture* a. experience diverse elements of Japanese culture
Strategies	S–3.1 *cognitive* a. use simple cognitive strategies, with guidance, to enhance general learning

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Identify Instructional Strategies

→ For more information ...

Chapter 3

To achieve the selected outcomes and best meet the needs of students, plan to address specific instructional strategies. Choose a style of planning that suits your needs: thematic, task- or project-based or a combination. Ensure that the activities fit with the selected teaching strategies and the specific outcomes targeted.

Identify Assessment Tools

→ For more information ...

Chapter 7

A variety of assessment tools ranging from informal observation to formal tests are planned for individual teaching and learning activities, for report card periods and for teaching units, projects and portfolios. All assessments focus on active involvement of the student in the process, determining if learning outcomes have been achieved, and on how such assessment information can be used to optimize student learning.

Planning Approaches

Two of the most effective planning approaches for language learning are the thematic approach and the task- or project-based approach. Either of these approaches (or a combination of the two) can be applied to the development of the year, unit or lesson plans for the Japanese language and culture program.

Thematic Approach

Thematic approaches focus on a specific topic or central idea as the basis for the unit or the lesson plan. The theme chosen serves as the organizer for the instructional activities. Themes should be Applications-based; e.g., sharing basic information, getting to know people or making yourself understood. Themes need to be big ideas that can provide a framework for exploring and applying new skills and concepts.

Thematic planning can be helpful to teachers of multiage and combined class groupings. When teachers plan for a wide range of abilities, thematic teaching creates a shared experience that all students can use to build knowledge, skills and attitudes and to experience success at their own level within a collaborative whole-class environment.

Task- or Project-based Approach

A task- or project-based approach to learning is designed to have students develop language competence and communicative skills by actively engaging in using the language with purpose. The teacher uses tasks and projects to create situations in which students must use the language for a definite purpose. The task is defined at the outset and creates the need to know certain elements of the language, thus giving meaning, purpose and context to all language activities.

The task provides an organizational framework for the specific outcomes to be achieved. All content, activities and evaluation in the unit grow out of the task. Specific language content is determined once the task has been identified. Explicit teaching of grammar rules, exercises on form and practise of specific strategies have their place in the classroom, but they are done because students need to know those elements of the Japanese language to accomplish the task.

The choice of tasks can be based on the interests of students while covering as broad a range of experiences as possible. Each task should be flexible enough to allow for some differentiation so students with different levels of proficiency, interests and backgrounds can work together and learn from one another.

Effective tasks and projects:

- provide opportunities to address a variety of specific outcomes
- match the interests of the students
- focus students on meaning and purpose
- maximize language use and provide opportunities for language practice
- allow for flexible approaches and solutions
- are challenging, but not threatening
- promote sharing of information and expertise
- involve students in assessing/evaluating the product and the process
- provide opportunities for students to discuss and reflect upon communication (metacommunication) and learning (metacognition)
- provide for monitoring and feedback.

By examining tasks in relation to the factors shown in the following table, appropriate tasks for each student can be chosen. Sometimes a task may appear too difficult, but it could be done, if it is of great interest to students, by adjusting some of the variables. In the same way, a task can be made more or less difficult to suit different groups of students in a mixed-level class group.

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	less difficult → more difficult			
cognitive complexity	describing	sequencing		choosing
	classifying	identifying principles		assessing/evaluating
listening	one speaker	two speakers	three speakers	four or more speakers
	familiar topic			unfamiliar topic
speaking	taking short turns			taking long turns
	familiar, sympathetic conversation partner			unfamiliar, uninvolved I individual or group
	familiar topic, well organized			new topic or experience, not well organized
text type	description opinions	instructions	storytelling	providing and justifying
	few elements, properties, relationships, characters, factors			many elements, properties, relationships, characters, factors
	ample contextual support (e.g., titles and subtitles, pictures or diagrams)			little contextual support
language	simple			complex
	less interpretation required (information is explicit)			more interpretation required (information is implicit)
	more redundant (information is repeated in different ways)			more dense (information is given only once)
task type	one-way transfer of information			two-way exchange of information
	convergent			divergent
	concrete, "here and now"			abstract, different time or place
support	more			less

Year Plans

➔ **For a blank template ...**

Appendix C
Year Plan

A course or program plan typically encompasses a school year. It can be focused on one subject or integrate multiple subjects. A year plan supports instructional goals and outcomes across an entire program of studies and provides opportunities to plan for implementation in a school or district setting as well as in an individual classroom.

A year plan can consist of multiple units, organized coherently across the school year. Year plans should address all outcomes of a program of studies in a meaningful and appropriate sequence that is determined by essential learnings and the learning needs of students. A year plan does not necessarily have to follow the sequence of the outcomes in a program of studies. A year plan can be constructed and represented in a teacher resource by using a curriculum mapping process that includes:

- a sequence of outcomes and essential learnings that indicates when they will be taught
- how outcomes will be grouped or clustered to create units
- expectations of student learning
- instructional activities that support student learning.

There are a number of formats for developing a year plan. Generally, it should be one or two pages that clearly and concisely outline topics and skills on a time line. Year plans should also address integrated units of instruction and combined grade teaching.

Unit Plans

➔ **For blank templates ...**

Appendix C
Unit Plan Overview,
Unit Plan A,
Unit Plan B,
Unit Plan C

Unit plans provide a sequence of instruction that usually takes place over a number of weeks. Unit plans provide a clear and coherent structure that addresses outcomes, assessment and instructional activities and allows for choice and different learning needs.

Unit plans are more detailed outlines of the broad pieces of learning that make up a year plan. Teachers need to know their students and use professional judgement and creativity to develop a unit plan that is focused, meaningful and relevant. In a unit plan, teachers specify what needs to be in place for the unit to be a successful learning experience; e.g., teachers consider resources, allocate time, prepare information, identify vocabulary, identify instructional strategies, decide on provisions for students with special education needs and include home, school and community connections. Teachers start with the end in mind, and build in a range of assessment activities throughout the unit. When possible, teachers collaborate with colleagues to develop and share units. Teachers also plan ways to extend learning for students who demonstrate higher level skills and to support those who need additional guided practice or reinforcement.

To assess the instructional effectiveness of a unit of study, Politano and Paquin (2000) suggest that teachers ask themselves:

- "What am I doing that is working well?
- What do I want to reconsider or stop doing?
- What do I want to do more of?" (p. 128).

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Developing a Unit Plan

There are three basic decisions involved in unit planning that should be made by considering the curriculum and the classroom.

	WHAT I WILL USE	PLANNING TASKS
What are students expected to learn?	Program of studies outcomes	Identify the desired results
What evidence will I accept of that learning?	Achievement goals, indicators, exemplars	Determine acceptable evidence
How will I design instruction for effective learning by all students?	Teaching and learning strategies, resources	Plan learning experiences and instruction

A planning technique that is especially useful in unit planning is clustering. Clustering is a process that can be used to group outcomes around the essential learnings of a program of studies. Clusters use common concepts, ideas and processes to group similar or related outcomes together. Clusters can be used to create groups of outcomes that students should attain at the completion of a learning sequence in a unit. They can be a first step in establishing a learning sequence for the unit.

Clusters can also help identify the essential learnings and essential questions. Each cluster can represent an enduring or overarching understanding—or a cluster of essential learning statements and questions. Enduring and overarching understandings go beyond facts and skills to focus on larger concepts, principles or processes.

An effective unit plan is a meaningful sequence of learning opportunities that starts with learning outcomes, clustered together in contexts that are aligned with essential learnings, assessment approaches, resources and teaching and learning strategies. This alignment is critical to a purposeful planning process.

Questions can also provide a meaningful context that encourages the development of critical thinking and inquiry-based skills. Questions can provide a focus for assessment when built around essential learnings and criteria for the students' demonstration of learning. General questions can provide an overarching focus for the entire unit, while specific questions can help students uncover the essential learning and guide the sequence of the unit.

The differences between general unit questions and specific unit questions
General unit questions provide a context for meaningful learning and the development of deep understandings. General unit questions are ongoing and, in one form or another, often recur throughout life.

Developing a Unit Plan: Adapted with permission from Patricia Shields-Ramsay and Doug Ramsay, *Purposeful Planning Guidebook* (Edmonton, AB: InPraxis Learning Systems, 2006), pp. 4, 5, 12–13, 16.

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Specific unit questions, on the other hand, can help students explore general unit questions. They can focus on building vocabulary, developing understanding of the terms and concepts within a general question, and guiding research.

Specific unit questions can:
- be written to "uncover" the general questions of the unit
- guide the inquiry of the unit
- be sequenced to provide the "flow" of the unit.

For example, specific unit questions such as the following could support the general unit question, "How do patterns, inconsistencies and misunderstandings inform our understandings?":
- How is our information collected and represented?
- How do patterns and connections in information help solve problems?
- How can misunderstandings be uncovered?

➔ **For more information ...**

Appendix C
Instructional Planning Guide

When developing a unit plan, teachers should consider the specific needs of their students and select strategies and specific learning activities designed to achieve several learning outcomes.

Unit planning using a thematic approach or a task- or project-based approach to second language learning begins with a theme, topic, task or project. The language content grows out of the theme, topic, task or project and the resources used.

Tips for Developing a Unit Plan

1. Choose a theme, topic, task or project that is of interest to the students, offers possibilities for developing the students' communicative competence in Japanese and allows for some general learning as well. Students can participate in this step of the planning process.
2. Determine the specific outcomes that could be met, keeping in mind all general outcomes.
3. Analyze the task or project to determine what the students will need to know and learn to carry it out. Think about the product the students will produce, but also about the process they will go through in producing the product; e.g., working in groups, doing research, interviewing people. Consider language functions, vocabulary, grammar, text types, historical and contemporary elements of the culture, strategies, general knowledge and so on.
4. Think about aspects of the unit that could be adapted to accommodate the needs, interests and aptitudes of different students. Be prepared to be as flexible as possible without compromising the objectives of the unit.
5. Look for resources that will be useful to students. Resources should be attractive and rich in visual supports, such as charts, pictures and diagrams.
6. Outline a series of steps directly related to the unit task or project to help the students learn and practise the language they will need to carry out that task.
7. Plan student assessment and evaluation. Integrate assessment throughout the unit.
8. At the end of the unit, invite students to reflect on what they learned, the strategies they used and how their attitudes may have changed. This step is important for developing metacognitive strategies and independent learning.

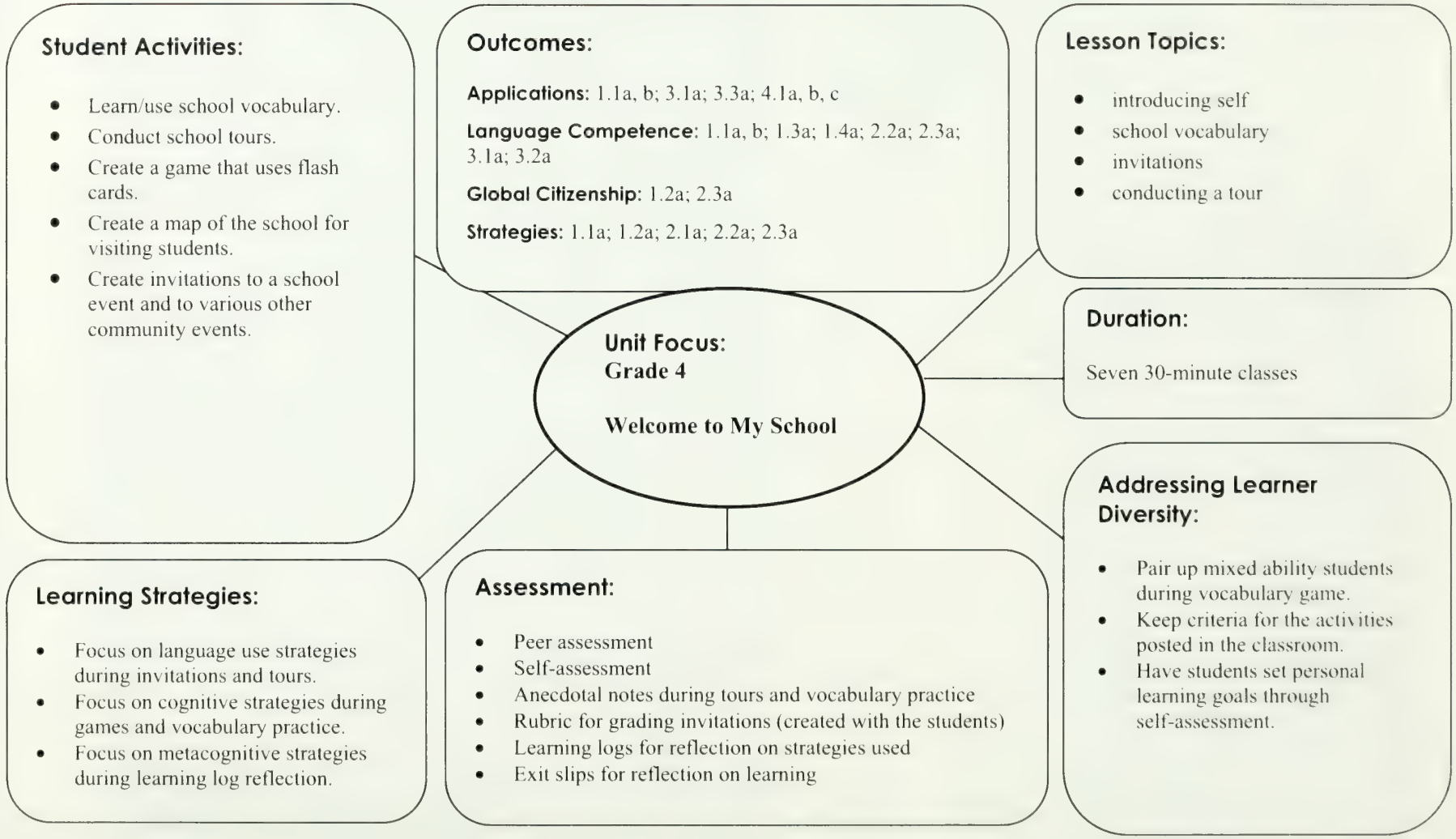
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Have I ...

- ❑ selected the specific outcomes I wish to focus on in this unit?
- ❑ provided a rationale for the unit?
- ❑ planned for appropriate *assessment for learning* and *assessment of learning* techniques?
- ❑ considered individual student needs, interests and abilities?
- ❑ considered the relevance of this unit to students' lives outside school, their language and learning experiences in other subjects and their continued language development?
- ❑ identified the historical and contemporary elements of culture present in the global citizenship content of the unit?
- ❑ selected interesting, useful and varied resources to support this unit?
- ❑ included a variety of instructional strategies, language experiences and activities?
- ❑ provided opportunities for students to listen, speak, read, write, view and represent in different contexts?
- ❑ allowed for flexibility and adaptation of the plan in response to student needs?
- ❑ provided opportunities for student input and collaborative decision making?
- ❑ considered possible unit extensions and applications?

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Sample Unit Plan



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Lesson Plans

→ **For a blank template ...**

Appendix C
Instructional Planning Guide,
Lesson Plan A,
Lesson Plan B

While unit plans define the broad details of instruction and student learning within a given context, lesson plans outline how to teach a particular concept. Lessons often include the whole class and provide a basis from which other lessons can evolve. Follow-up lessons could include individual sessions with students who have specific needs, small groups focusing on specific skill development or large discussion groups. Lesson plans should address:

- information about students' prior experience, understandings and needs
- clustered curriculum outcomes
- assessment criteria
- instructional activities
- resources
- time and materials.

Consider the following questions when planning a lesson:

- What is the purpose or curricular outcome of the lesson?
- What teaching and learning strategies will be most effective?
- What will students be doing? When? Where?
- What specific skills do students need to develop or improve to be successful?
- What resources will be most appropriate for various groups in the class?
- How much differentiation is feasible and appropriate?
- How will the success of the lesson be evaluated?
- How does this lesson connect to other curriculum areas or units of study?
- How does this lesson connect to home and the community?

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Lesson Planning Checklist

Does my lesson plan ...

- ☐ identify and address specific learning outcomes?
- ☐ ensure student awareness of learning outcomes?
- ☐ involve students in learning activities with meaningful contexts, demonstrating a strong Applications outcomes focus and integration of outcomes from Language Competence, Global Citizenship and Strategies?
- ☐ include outcome-based assessment criteria to be shared with students before any assessed learning activity begins?
- ☐ engage students in using assessment information to improve their learning?
- ☐ maximize student use of Japanese through meaningful student-to-student communication?
- ☐ include differentiated instructional strategies to meet the needs of all learners?
- ☐ ensure student awareness of, and engagement in, strategic learning; i.e., students identify thinking and learning strategies that work best for them, set goals for strategy use and work to achieve those goals?
- ☐ provide opportunities for revision?

The following is a sample lesson plan that addresses multiple learning outcomes from the program of studies.

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Sample Lesson Plan

Lesson Title: Greetings – Welcome to My School

Date and Class: January 10, 2008, Class 4B

Outcomes Addressed:

Applications: 1.1a, 4.1a, 4.1b, 4.1c

Language Competence: 1.1a, 2.3a, 3.1a

Global Citizenship: N/A

Strategies: 2.1a, 2.3a

Possible Student Learning Strategies: interpret and use a variety of nonverbal cues to communicate; ask for confirmation that a form used is correct; use words that are visible in the immediate environment

Materials Required:

Video recording and viewing equipment (for students who are gifted).

Teaching and Learning Activities:

Brainstorm with students various verbal and nonverbal greeting and farewell expressions; e.g., *ohayou, ohayou gozaimasu, jaa mata, sayounara,* bowing, head nod, wave (teacher/student discussion about nonverbal brainstorming ideas required).

Students circulate and greet one another in Japanese. Encourage students to remember nonverbal expressions as well.

After a few minutes, ask students to offer their names and ask their partner's name. *Konnichiwa, watashi wa Emma desu. Onamae wa?* (Hi. My name is Emma. What is your name?)

Once students have had sufficient time to practice these two activities, consider allowing different student groups to present their conversations to class. Extend this activity to include farewells.

Differentiation of Instruction:

Encourage students with special education needs to refer to the expressions on the word wall during their conversations.

Have students who are gifted create a mini video that shows the greetings of various people in different situations.

Opportunity for Assessment:

Use an outcome-based checklist to determine if students have attained outcomes A–1.1a and A–4.1a, b and c during the conversations.

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Chapter 3
Learning and Instructional Strategies

Chapter Summary

Learning Strategies
Instructional Strategies
Using Technology in the Classroom

Learning Strategies

Strategies are systematic and conscious plans, actions and thoughts that learners select and adapt to each task. They are often described as knowing what to do, how to do it, when to do it and why it is useful.

Students use various strategies to maximize the effectiveness of their learning and communication. Strategic competence has long been recognized as an important component of communicative competence.

To become successful strategic learners, students need:

- step-by-step strategy instruction
- a wide array of instructional approaches and learning materials
- modelling, guided practice and independent practice
- opportunities to transfer skills and ideas from one situation to another
- to develop the ability to make meaningful connections between skills and ideas and real-life situations
- opportunities to be independent and to show what they know
- encouragement to self-monitor and self-correct
- tools for reflecting on and assessing their own learning.

Students need to develop proficiency using a strategy before new strategies are introduced. Over time, students will develop a number of strategies to facilitate their learning.

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Some learning strategies are appropriate for early, middle and senior years, while other strategies may be appropriate only for a specific level. Students need:

- to know how they will benefit from the use of a strategy in order to become motivated and engaged in learning and to develop the will to apply the strategy
- to know what steps are involved in the strategy's procedure
- to know when the strategy should be used so that they can ensure transfer to other scenarios
- to know how to adjust the strategy to fit their particular purposes so that they become flexible in applying the strategy in a variety of relevant contexts
- to practise the strategy over time to develop proficiency.

The strategies that students choose depend on the task they are engaged in as well as on other factors such as their preferred learning style, personality, age, attitude and cultural background. Strategies that work well for one person may not be effective for another person, or may not be suitable in a different situation.

➔ **For more information ...**

Appendix C
Sample List of Learning Strategies

Possible student learning strategies are listed for each of the activities in the instructional strategies section of this chapter to illustrate the types of strategies students might use. These lists are not meant to be prescriptive. For a more extensive list of learning strategies, consult the Strategies section of the program of studies.

To ensure that students develop effective, independent, lifelong learning skills, it is essential to foster strategic learning in the Japanese language and culture classroom. To develop advanced language skills, including literacy, students need instruction on the strategies that skillful learners use in completing language tasks. Students need to be taught learning strategies in all language arts through demonstration, explicit instruction, guided practice and independent practice with feedback and support. Students are encouraged to acquire and apply a wide range of strategies, including first and second language learning strategies and general learning strategies, to enhance their learning.

➔ **For more information ...**

Japanese Language and Culture Nine-year Program, Grades 4–5–6

The program of studies includes clusters of specific outcomes designed to develop three types of strategies in the Japanese language and culture classroom: language learning strategies, language use strategies and general learning strategies.

Language Learning Strategies

Language learning strategies refer to actions taken by learners to enhance their own language learning. These strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**.

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Cognitive language learning strategies include using different techniques for remembering new words and phrases, deducing grammar rules, applying previously-learned rules, guessing at the meaning of unknown words, and using a variety of ways to organize new information and link the new information to previously-learned language.

Metacognitive language learning strategies are higher order thinking skills that students use to manage their own language learning. These strategies include planning for language learning, monitoring language learning and evaluating success in language learning.

Social/affective language learning strategies are actions learners take during or related to interactions with others to assist or enhance their own language learning. These strategies include methods students use to regulate their emotions, motivation and attitudes to help them learn the language.

Language Use Strategies

Language use strategies are actions taken to enhance communication. These strategies are often used with no intention of trying to acquire language, but instead with the intention of improving communication. The language use strategies in the program of studies are organized according to the three communicative modes: **interactive**, **interpretive** and **productive**.

Interactive language use strategies assist the learner or speaker in maintaining communication with another speaker of the language. These strategies include using circumlocution to compensate for one's lack of vocabulary, using nonverbal cues to communicate and summarizing the point reached in a discussion.

Interpretive language use strategies aid in comprehension of the language. These strategies include using visual supports to assist in comprehension, listening or looking for key words or elements and using discourse markers to follow extended texts.

Productive language use strategies aid in the production of language. These strategies include using resources to increase vocabulary or improve texts, compensating for avoiding difficult structures by rephrasing and using knowledge of sentence patterns to create new sentences.

General Learning Strategies

General learning strategies refer to actions taken by learners to enhance their own general learning. As with language learning strategies, general learning strategies are divided into three categories: **cognitive**, **metacognitive** and **social/affective**. There is a distinct similarity between language learning strategies and general learning strategies; however, the determining difference is whether the purpose of the specific strategy is the learning of the language or of other concepts. Often, other concepts include subject-area concepts, such as social studies or health concepts, learned through the Japanese language.

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Cognitive general learning strategies are direct strategies that students use to assist themselves in learning. These strategies include concept mapping, memorizing facts and brainstorming.

Metacognitive general learning strategies are higher order skills that students use to manage their own learning. These strategies include planning for their own learning (e.g., choosing a way to memorize social studies facts in Japanese) and assessing their own learning.

Social/affective general learning strategies are actions learners take during or related to interactions with others to assist or enhance their own general learning. These strategies include methods students use to regulate their emotions, motivations and attitudes to help them learn concepts.

Teaching Learning Strategies

Strategies should be introduced as they are needed. When strategies are introduced and explained in terms of their value to the learner and are demonstrated and practised over time, they can produce long-lasting, significant improvements in the students' abilities to construct meaning, acquire language and achieve the Japanese language and culture outcomes. All students benefit from strategy instruction, but individual students need varying degrees of support in learning and using strategies.

Tips for Teaching a New Learning Strategy

1. Explain the strategy, discussing its purpose and the tasks for which it is most useful.
2. Model the strategy, "thinking aloud" so that students can observe the process. This means expressing both the overt purpose of the strategy and the metacognitive processes and self-correction used in any problem-solving method. Avoid mental leaps.
3. Teach the steps of the strategy, explaining the reasons for each step so that student learning will be based on understanding rather than on rote memorization.
4. Provide an immediate opportunity for students to use the strategy in the context of their own work. As students use the strategy, offer constructive feedback, monitor and prompt when necessary.
5. Review the strategy by modelling it again, this time with students monitoring and prompting.
6. In subsequent lessons, ask students to practise using the strategy, explaining what the strategy is designed to do, the steps that must be followed and the importance of each step.
7. Follow up with other opportunities for students to use the strategy and to reflect on their use of it as they move toward mastery. Monitor each student to determine what personal meaning he or she has made related to the strategy.
8. Discuss with students how the strategy can be used beyond the language and culture classroom.

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Instructional Strategies

Instructional strategies are the techniques and activities teachers use to help students become independent learners and develop and experiment with learning strategies.

Students exhibit a wide variety of perceptions, prior knowledge, attitudes and learning preferences. Teachers are encouraged to provide a variety of instructional strategies to ensure that all student needs are being met.

The following instructional strategies can be used across grade levels.

Alphabet Activities

Hiragana Chart Activities

1. The sounds of Japanese
2. Hiragana charts and visual mnemonic activity: *Hiragana in 48 Minutes*

Roomaji Chart

n	w	r	y	m	h	n	t	s	k	
n	*wa*	*ra*	*ya*	*ma*	*ha*	*na*	*ta*	*sa*	*ka*	*a*
		ri		*mi*	*hi*	*ni*	*chi*	*shi*	*ki*	*i*
		ru	*yu*	*mu*	*fu/hu*	*nu*	*tsu*	*su*	*ku*	*u*
		re		*me*	*he*	*ne*	*te*	*se*	*ke*	*e*
	wo	*ro*	*yo*	*mo*	*ho*	*no*	*to*	*so*	*ko*	*o*

Hiragana Chart

n	w	r	y	m	h	n	t	s	k	
ん	わ	ら	や	ま	は	な	た	さ	か	あ
		り		み	ひ	に	ち	し	き	い
		る	ゆ	む	ふ	ぬ	つ	す	く	う
		れ		め	へ	ね	て	せ	け	え
	を	ろ	よ	も	ほ	の	と	そ	こ	お

The sounds of Japanese

Reviewing a roomaji-based chart with students may help when introducing the first 46 sounds of Japanese.

One approach to learning Japanese sounds and their corresponding characters is to compare the basic hiragana chart with a roomaji-based chart (see the charts above).

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After students hear the sounds of Japanese, they can connect those sounds to the hiragana characters. Having both charts together (one above and one below) allows students to compare the alphabet letters with the hiragana characters.

Hiragana charts and visual mnemonic activity

When learning to recognize hiragana characters, a series of visual mnemonic flash cards may be used, such as those in *Hiragana in 48 Minutes*, an Alberta authorized resource. The cards can be used as a supplemental teaching aid when introducing the hiragana sound and writing system. In *Hiragana in 48 Minutes*, there are 48 visual mnemonics available on the flash cards. To find more information regarding this resource, access the *Japanese Language and Culture Alberta Authorized Resource List and Annotated Bibliography* at http://education.alberta.ca/teachers/com/interlang/japanese.aspx.

Students link the shape and sound of the hiragana character with a familiar word, image or concept.

For example:

The character  can be read aloud while showing students the printed flash card.

Next, students are shown the visual mnemonic flash card  . Students are told the story about an elderly woman that says "oooh" because she has a weight on her back. They recall this story when trying to recall this hiragana character.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively • Identify similarities and differences between aspects of Japanese and your own language(s)
Interpretive	• Listen selectively based on purpose

Auditory Discrimination Activities

Auditory discrimination activities require students to consider and identify sounds in words. These activities can be used to introduce oral language.

Possible Student Learning Strategies:	
Cognitive	• Use mental images to remember new information • Look for patterns and relationships
Interpretive	• Listen selectively based on purpose • Determine the purpose of listening

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⊙ Find the Right Sound

Create or purchase flash cards that include pictures of objects with the names written below. Instruct the students to listen for a particular sound as you read each word. Have students collect only those cards with the words that contain the right sound; e.g., all the cards with words containing "*a, i, u, e, o.*" The students then hand in the cards, repeating the words as they do so. If the students make a mistake, simply take the card, point to the word and repeat it, say the letter sound on its own and move on.

Categorizing

Categorizing involves grouping objects or ideas that have common features or relationships. It enables students to see patterns and connections and develops their abilities to manage and organize information. Categorizing is often used to organize information produced during a brainstorming activity.

Possible Student Learning Strategies:

Cognitive	• Group sets of things together—vocabulary, structures—with similar characteristics • Look for patterns and relationships

Cloze Activities

Cloze activities involve the omission of hiragana characters, where students have to figure out what hiragana characters are missing. Cloze activities promote sense-making skills and reflection on the rules of language; e.g., "I know the sentence pattern, and to fill in the missing sound I need to add the hiragana character か." "This sentence pattern doesn't make sense unless you include the correct hiragana character." Avoid having too many blanks initially, and begin by blanking-out the same type of hiragana character or word consistently; e.g., particles: これ は なん です か。

Possible Student Learning Strategies:

Social/Affective	• Seek the assistance of a friend to interpret a text
Interpretive	• Listen or look for key words • Infer probable meanings of unknown words or expressions from contextual clues

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⊙ Letter-level Cloze

Select high frequency words from students' oral vocabulary, from classroom word walls or from reading, and reproduce them with key letters missing. Begin by following a consistent pattern; e.g., remove the first letter, remove the last letter. Students should know what word they are trying to make either because it has been vocalized or because it is within a familiar context; e.g., frequently use greetings or phrases. As students become more adept, focus on hiragana characters that are easily confused; e.g., き、さ、ほ、は. This works really well as part of a mystery message written on the board each morning as a "do now" activity.

⊙ Word-level Cloze

Select sentences from students' reading or language experience and reproduce them with key words missing. Begin by following a consistent pattern; e.g., remove the topic marker. Students should be able to use the context of the sentence to figure out a word that makes sense. Early on, it is advisable to provide students with a bank of possible words to choose from.

Tips for Cloze Activities

1. Introduce students to cloze procedures with oral activities. Read a passage aloud, pausing occasionally to encourage students to complete lines or phrases with appropriate and meaningful words.
2. Choose or write a text appropriate to the students' level of understanding. Leave the first sentence untouched. Delete a number of words from the rest of the text, leaving the last sentence untouched as well. There are a number of ways to decide possible words to delete; e.g., key words related to the topic of the sentence or words that have a particular grammatical function, such as all the adjectives or pronouns.
3. Replace the words with blanks of equal length so there is no clue as to the length of the deleted words.
4. Advise students to use any clues they can find in the text or any knowledge they have of the topic or language to try to discover what the missing words are.
5. Ask students to explain why they think a particular word fits the blank in the sentence. If there is more than one suggestion, students can discuss reasons for each choice and decide which suggestion is best. The sharing of ideas and of interpretation strategies is an important aspect of this instructional method.

Graphic Organizer Activities

➔ **For more information and blank templates ...**

Appendix D

Graphic organizers can help students understand a concept and reduce the load on their short-term memories. Displaying a concept visually enables students to focus their attention on language development. Graphic organizers link the language and content, often forming a bridge to knowledge that the student may already have in his or her first language.

Using a graphic organizer to teach new concepts is an effective way to engage students in discussion and have them learn essential vocabulary in a meaningful context.

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Initial teaching about the use of graphic organizers should always include teacher modelling and discussion about the role of graphic organizers in helping students organize their thinking and in providing a base of information. For example, when showing students the process for using a genre map to analyze a mystery, read a mystery to the class and help students identify on a large genre map at the front of the class the mystery, the events, the main suspects and the reasons for the suspicion. Discuss the key elements of a mystery and how relationships in a mystery might be represented. Students could then read a short mystery and complete their own maps. Further scaffolding might be accomplished by giving students a partially completed map or by providing support in picking out and placing information on the map.

After classroom practice with a variety of graphic organizers, students should be able to choose appropriate organizers related to their purpose, to explain their choices and to use organizers effectively; e.g.,

- use webbing during a brainstorming activity to record thoughts in preparation for narrowing the topic
- use a compare and contrast map, such as a Venn diagram, for comparing climates or when comparing two versions of a story.

Possible Student Learning Strategies:

Cognitive	• Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember • Look for patterns and relationships • Use available technological aids to support language learning
Social/Affective	• Participate actively in brainstorming and conferencing as prewriting and postwriting exercises

⊙ Brainstorming Webs

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Appendix D

Brainstorming is effective for generating lists of ideas and creating interest and enthusiasm for new concepts or topics. Students can also use brainstorming to organize their knowledge and ideas. Information gathered during brainstorming can serve as a starting point for more complex tasks, such as projects, outlines, mind maps or decision making.

Tips for Brainstorming

1. Accept all statements. Emphasize quantity rather than quality.
2. Prohibit criticism—all ideas are accepted no matter how outrageous or far-fetched.
3. Do not allow discussion except for clarification.
4. Encourage participants to build on others' ideas.
5. Set a time limit.
6. First generate ideas and then combine and order them.
7. Brainstorming in Japanese may not be possible until students develop a level of proficiency that allows them to express their ideas.

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⊙ Concept Map

Concept mapping can help students visualize how ideas are connected and lead to understanding of linguistic relationships and how knowledge is organized. The concept mapping process can improve students' oral communication, comprehension and problem-solving skills. Concept maps identify key ideas to be learned and can be used to facilitate the learning of these key ideas, to review subject matter or to summarize a unit or a lesson. When developing a concept map, the teacher and students identify a set of concepts associated with a selected topic. Concepts are ranked in related groups from general to specific. Related concepts are connected and the links can then be clarified with pictures, visuals or with Japanese words, phrases or sentences.

⊙ Decision Making (PMI Chart)

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Appendix D

Students can use Plus, Minus and Interesting information (PMI charts) to compare and contrast situations, ideas or positions. PMI charts give students a format for organizing information and evaluating their knowledge and ideas. For more information, see the PMI chart instructions in Appendix D.

⊙ Decision Making (What I Have, What I Need)

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Appendix D

A decision-making model such as What I Have, What I Need offers a step-by-step process that encourages students to look for more than one solution, choose the best alternative and develop an action plan for implementing their decision. By breaking down decision making into specific steps and taking the time to generate a variety of possible decisions, students at any grade level can become better, more creative decision makers.

⊙ Flowchart

Flowcharts graphically depict a sequence of events, actions, roles or decisions. They foster the development of logical and sequential thinking and promote the development of organizational and planning skills. Flowcharts can provide a useful outline for writing.

⊙ Idea Builders

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Appendix D

Idea builders create a context for introducing or clarifying new concepts, such as developing an understanding of a particular value. They are especially helpful for English as a second language students or students with special needs who require support in understanding new concepts. Idea builders encourage students to:

- make connections between what they know and what they will be learning
- gather information related to a concept by identifying essential and nonessential characteristics or examples
- examine concepts from multiple perspectives
- develop inductive and divergent thinking
- focus their attention on relevant details.

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⊙ KWL Charts

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Appendix D

KWL is a brainstorming strategy that encourages students to be active learners. Students begin by creating a chart with three columns. In the first column, students record the information they already **K**now about the topic. In the second column, students write a list of questions they **W**ant to answer about the topic (these questions provide the focus for reading). In the third column, students record the information they have **L**earned about the topic.

Tips for Using KWL Charts

1. Students read or listen to a text or watch a visual presentation. List on the board, under "what we Know," information students know or think they know about a selected topic. Next list questions students want to answer about the topic under "what we Want to know."
2. While researching, participating in a field trip or otherwise investigating a topic, students are asked to keep in mind the information listed under "what we Want to know."
3. After the investigation, students identify what they learned, and that information is listed under "what we Learned." Students complete the activity by contrasting the information listed under "what we Learned" with that listed under "what we Want to know."
4. Information gathered in a KWL chart can facilitate learning log reflections and goal setting for students.

⊙ Mind Maps

→ For more information ...

Appendix D

Mind maps are an easy way to represent ideas by using key words, colours and imagery. Their nonlinear format helps students generate, organize and see connections among ideas. Mind maps integrate logical and imaginative thinking and create an overview of what students know and think about a topic. Webs are simple mind maps. Adding pictures, colours and key words transforms them into more powerful tools for learning, for remembering and for generating ideas.

⊙ Story Maps

Story maps are graphic representations of key story elements: character, plot, problem or goal, mood, setting, theme and resolution. They provide visual outlines that help students to understand story elements and plot development and to remember story content.

Tips for Story Map Activities

1. Review the key story elements: plot, character, mood, setting, conflict, theme and resolution. These elements can be recorded on an overhead or a chalkboard in chart form or in the form of a story map.
2. Students listen to or read a story or view a movie. Provide students with a template for a story map. Students fill in the key information as you model the process. Remind students that only the major events are to be recorded.
3. Model with older students how to use the key information to determine the theme. Have students record the theme in the appropriate space on the story map. Once students are familiar with story maps, they will be ready to use them on their own to analyze stories they read or movies they view.

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⊙ Triple T-chart

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Appendix D

T-charts can be used to help students organize their knowledge and ideas and see relationships between pieces of information. T-charts can have two, three or more columns. As students explore core values, T-charts can be used to create visual pictures of what those values look, sound and feel like. T-charts can also be used to explore social issues, compare and contrast different situations, or investigate two or more aspects of any character and citizenship topic.

⊙ Venn Diagram

➔ **For a blank template ...**

Appendix D

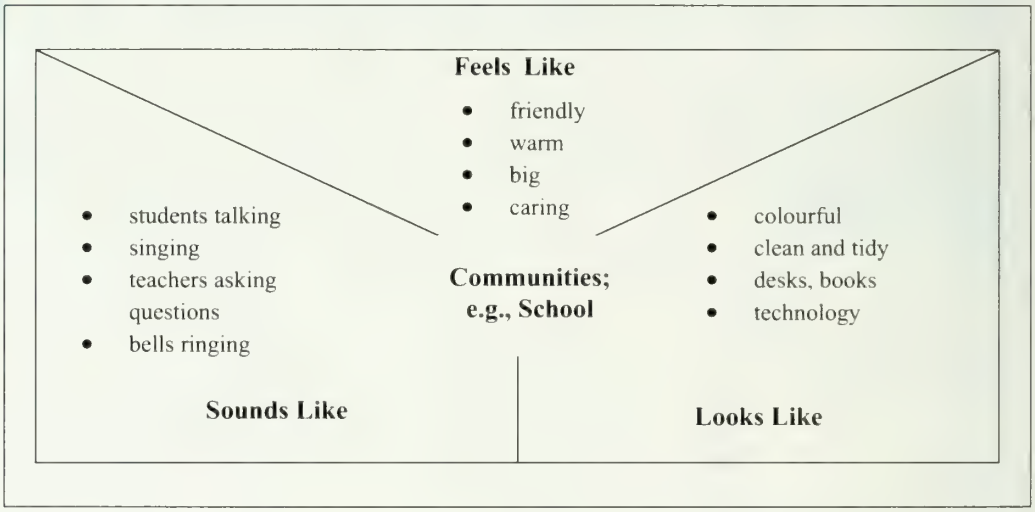
A Venn diagram provides an effective framework for comparing and contrasting. For more information, see the Venn diagram instructions in Appendix D.

⊙ Y-charts

➔ **For a blank template ...**

Appendix D

Y-charts are graphic organizers that serve to organize ideas about what a particular topic sounds like, feels like and looks like. For example:



Cooperative Learning Activities

➔ **For more information ...**

Chapter 4
Using Collaborative Learning

Cooperative learning involves students working in small groups to complete tasks or projects. Tasks are structured so that each group member contributes. Success is based on the performance of the group rather than on the performance of individual students.

Cooperative learning stresses interdependence and promotes cooperation rather than competition. Establishing and maintaining cooperative group norms develops the concept of a community of learners.

Cooperative learning activities play an important role in increasing students' respect for, and understanding of, one another's abilities, interests and needs. These activities promote risk taking and team building and develop group

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responsibility and social skills. Cooperative group work provides opportunities for students to take an active role in the language acquisition process, while allowing the teacher to be a "guide on the side."

Possible Student Learning Strategies:	
Social/Affective	• Initiate and maintain interaction with others • Work cooperatively with peers in small groups • Work with others to solve problems and get feedback
Interactive	• Interpret and use a variety of nonverbal cues to communicate • Repeat part of what someone has said to confirm mutual understanding

Tips for Cooperative Learning Activities

1. Create small, diverse groups to allow students to learn from one another's strengths and abilities.
2. Structure groups so success depends on each group member being responsible for some part of the task. Assign roles within each group. Rotate roles so that all students have the opportunity to experience each role.
3. Discuss and model collaborative skills, such as listening, allowing others to speak, asking for help, reaching consensus and completing a task within the allotted time. Provide opportunities for students to practise these skills and to receive feedback and reinforcement.
4. Allow students time to evaluate the cooperative learning process, both individually and as a group.

⊙ Brainstorm Carousel

Brainstorming allows students to share their ideas in a collective manner. Ideas flow and build on one another as the group generates many ideas on a specific topic. The brainstorming process develops student vocabulary and creates an environment that encourages respect for others, as judgement is suspended on all the ideas presented.

In the "carousel" approach to brainstorming, students are divided into groups of four to six, depending upon the number of subtopics. Each group is provided with one sheet of chart paper and a different coloured marker so group contributions can be tracked by colour. Each group writes down as many ideas as possible on their designated subtopic within a set period of time. Students then pass their chart paper to the next group. The groups review the ideas of the previous group and add their own. The chart paper circulates through all groups until it returns to its original group.

⊙ Corners

In a corners activity, students express opinions and listen to the different points of view of their classmates. This helps to promote understanding of, and respect for, others.

To begin, announce what each corner of the room will represent. Actual objects or pictures can be placed in each corner to facilitate recognition. Ask a question and

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have students think about the question and decide which corner best represents their thinking or their answer to the question. Students then go to the designated corner and discuss their answers with the other students who chose that corner. A spokesperson from each corner is chosen to summarize and present the ideas discussed.

Example

When discussing holidays and celebrations, place a symbol representing a different celebration in each corner of the room—a Christmas ornament, a picture of a birthday cake, an Easter basket and Family Day circled on a calendar page. Ask a question such as: *Which is the most important celebration/holiday for you and why?*

Students move to the holiday/celebration corner they feel is most important. The students in each corner discuss their ideas, then listen to and paraphrase ideas from all the other corners.

⊙ Eight Square

This instructional strategy is useful for accessing and reviewing background knowledge and is particularly beneficial for students experiencing difficulty, as they are exposed to the information over and over again.

Eight square activities function like a scavenger hunt. Students are given a piece of paper divided into eight squares, each of which identifies a specific piece of information to look for. The eight squares can reflect questions about language, food, arts or any other element of the culture being studied. Students must then circulate around the room, seeking out classmates who can provide the information requested and sign the appropriate square. Finally, the teacher calls on a student to share the name and information from one square of his or her paper with the class. The person whose name appears in the square will be the next to share with the class. Individual students can be called on only once.

Example:

Find someone who can:			
name all 46 hiragana sounds	name three body parts in Japanese	name four family members in Japanese	sing you a simple song in Japanese
identify a difference between his or her first language and Japanese	name two modes of transportation in Japanese	name three items of clothing in Japanese	name a strategy for remembering new vocabulary

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⊙ Focus Trio

Focus trio is used with oral comprehension (audio or video segments, guest speakers) or with written comprehension activities. It allows students to anticipate or predict the content of a presentation or text based on their previous knowledge. This strategy helps to build confidence and risk-taking behaviour.

Students are divided into groups of three. Trios are asked to write down what they already know about the topic or questions that they think will be answered. When they hear or read the text, students verify their predictions and write down any new information they find interesting. After the presentation, they discuss predictions and new information. A class discussion may follow.

⊙ Informal Groups

Pairs or small groups are quickly formed to do a specific task in a short period of time. Students could brainstorm lists of words or ideas; express personal opinions on a film, a song or a current event; or give a brief report on learning strategies they have recently tried. They could share Japanese culture–related Internet sites they found useful and interesting.

⊙ Inside–outside Circle

In this activity, students form two concentric circles with the two groups facing each other. Each student works with the person facing him or her to discuss, describe or practise. Students then rotate to the right or left around their circle and repeat the activity until everyone has shared several times with different partners. The same procedure can be used for students to develop and pose their own questions. This instructional strategy is an effective way to encourage every student to participate while teaching skills and concepts that may require varying degrees of repetition for mastery, such as vocabulary acquisition and grammar.

Example

Each student is given a picture card with an illustration of an item from a lexical field such as family, body parts, animals or holidays. On a cue from the teacher, students rotate several places to the left or right and present their picture cards to their partners. Each student attempts to name the item depicted on the other's card. If a student is unable to answer, his or her partner provides the answer.

To allow for varying developmental levels, include the text on the back of the card and provide each student with a developmentally appropriate vocabulary to ensure that all students have learned at least one new vocabulary item.

⊙ Jigsaw

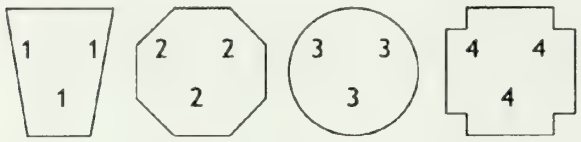
Jigsaw is a strategy for organizing cooperative learning groups to share the workload on larger projects.

Divide students into groups of four. These groups will be the students' home groups. Explain the project, outline student responsibilities, explain the skills that are to be developed and clearly explain how students will be assessed. Within the home groups, each student agrees to a particular role and becomes the "expert" on that role for the group.

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The experts on the same topic for each home group then come together to form expert groups. In their expert groups, they work on their particular aspect of the project and decide how to present or teach this to the other members of their home groups.



Once students finish in their expert groups, they return to their home groups. They use what they have learned and teach it to the other group members, remaining the expert on that role for their groups.

Jigsaw activities can help students explore program outcomes that relate to historical and contemporary elements of the culture and outcomes that focus on using strategies to maximize the effectiveness of their learning.

Tip for Jigsaw Activities

As groups work, observe student progress, record your observations for feedback and intervene to assist if needed. Encourage the group members to solve any problems collaboratively.

⊙ Numbered Heads

This strategy is effective for reviewing material, checking for knowledge and comprehension, and tutoring. It develops team-building skills and provides a safe risk-taking environment, since the group is challenged to arrive at a consensus. This activity can be less threatening for students who are shy or have weaker oral skills.

Students are organized into groups of four, and the group members number off from one to four. Students are asked a question and are given time to collaboratively come up with an answer. Call out a number from one to four. The person assigned that number in each group raises his or her hand or stands up. Randomly select one of these students to answer. If the answer is incorrect, call on another of the selected students to give an answer.

⊙ Round Robin

Students are divided into groups of four. When the signal to begin is given, each student, in turn, contributes an idea orally—a word, phrase or sentence.

Example

Students are grouped into fours and asked to name the twelve months of the year. The first student could start by saying *ichi gatsu* (January). The next student would follow by saying *ni gatsu* (February), and so on until all twelve months have been named. Each student could then be asked to identify his or her favourite month.

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⊙ Talking Chips

Talking chips is a cooperative learning strategy that can be used effectively during group discussion. It is appropriate for use with elementary and junior high school students. Each student is given one marker. When a student wishes to speak, he or she puts his or her marker in the centre of the group's circle. A student cannot speak again until everyone in the group has placed his or her marker in the centre. When each student has had the chance to speak, the markers are retrieved and anyone can speak again by repeating the process. This strategy ensures that everyone has an equal opportunity to speak.

⊙ Think–Pair–Share

In a think–pair–share activity, students think individually, turn to a partner and discuss in pairs (or trios) and then share responses with the large group. This type of sharing allows for flexibility and can easily be used throughout learning activities. Think–pair–share activities usually ask students to summarize, question or clarify ideas. All students are accountable for listening actively and contributing to the group and/or the class, making this strategy valuable for students who rarely participate or for those who find active listening difficult. Also, as they share in pairs or in trios, students are exposed to peer models of language response and social behaviour.

⊙ Three-step Interview

This strategy maximizes student participation and is useful for predicting, hypothesizing, providing personal reactions, reinforcing content and summarizing learning.

Divide students into groups of four and then into pairs. Partner A interviews Partner B. Then the students reverse roles. Each student, in turn, shares with the group what he or she has learned in the interview.

⊙ Three-to-one Technique

In the three-to-one technique, the teacher poses questions that allow at least three possible answers. In trios, each student gives one possible answer and a recorder for the group writes down the responses. Students with learning difficulties might respond with only one word but are still able to contribute to the group. The teacher then asks a follow-up question that challenges the students to agree on one best answer by discussing and possibly combining ideas. Each member must agree on the selected answer and be able to justify the answer to the class (Bellanca and Fogarty 1990).

Demonstration

Discuss and model particular skills or processes that help students acquire procedural knowledge; e.g., taking students step-by-step through the writing process or a particular learning strategy.

Possible Student Learning Strategies:

Interpretive

- Determine the purpose of listening
- Listen or look for key words
- Infer probable meanings of unknown words or expressions from contextual clues

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Example

Demonstrate how to make a traditional cup of green tea, how to play *jan-ken-pon* (paper, rock, scissors), how to introduce a student to the class and so on.

Didactic Questions

Didactic questions ask for facts that focus on one topic. Effective didactic questions check for learning, tap into previous learning and encourage creative thinking. They often begin with *who*, *what*, *where*, *when* or *how*.

Possible Student Learning Strategies:

Interpretive

- Make connections between texts on the one hand and prior knowledge and personal experience on the other
- Summarize information gathered

Forming Learning Groups

Depending upon the nature of the task or the activity, the class can be divided into pairs, trios, quads and so on. The pairs or groups can be formed at random or can be predetermined. Once in pairs or groups, various group roles can be assigned, again at random or predetermined before the activity or task begins.

⊙ Chalkboard List

This is a good strategy to use when students are finishing their work at different times. As students complete one assignment, they write their names on the chalkboard. When three names accumulate, they form a new group and move on to the next activity.

1. Lee	1. Eric	1.	1.
2. Sam	2. Mike	2.	2.
3. Rain	3.	3.	3.

⊙ Pairing Up Partners

Partners can find each other by following a matching process. Use sets of cards with categories such as:

- opposites
- synonyms
- word associations
- first and last names
- one half of a shape or a picture.

⊙ Random Groups

Students number off or they draw names, shapes, puzzle pieces or toothpicks out of a bag or hat. The matching process can also be used with categories such as:

- one's birthday month
- cities
- provinces
- seasons
- weather expressions

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- various forms of a conjugated verb
- clothing
- playing cards.

Gallery Walk

Gallery walk (Brownlie and Close 1992) is a process by which students use observation skills to gather data and draw conclusions about a topic. Gallery walk is frequently used with other learning strategies to allow students to view others' work, including representations, and process the content in preparation for further discussion or consensus building.

Tips for Gallery Walk Activities

1. The teacher or students construct displays representing various aspects of a topic. Displays may also be the result of individual student or small-group inquiries on a topic. One person serves as the curator and remains to explain the display.
2. Students are paired and directed to visit displays located around the room. Students are to observe the displays carefully, talking with their partners and recording their observations and the important points of their discussion. They then move on to the next display and repeat the procedure.
3. Students review their observation notes and then make individual lists of what they think are the most important observations.
4. Each student shares his or her individual list with someone other than the original partner and negotiates with a new partner to create a common list.
5. Each pair of students finds another pair of students and negotiates a common list for that group.
6. Follow-up might include written summaries, whole-class consensus or short oral feedback sessions.

Games

→ For more information ...

Danesi, Marcel. *A Guide to Puzzles and Games in Second Language Pedagogy*. Toronto, ON: OISE Press. 1985.

Once students have developed a level of comfort with the new language and environment, games can be an effective means of learning new vocabulary, reinforcing concepts and assessing literacy skills. It is important to develop a variety of games, for storage in learning centres, that involve the whole class, small groups, partners, individuals, teacher direction and independent use. Games are often:

- interactive
- cooperative
- competitive
- fun
- clearly defined by rules
- over at a predetermined point.

Some examples of games frequently played by second language teachers are Simon Says, Around the World, Hangman, Go Fish and Twenty Questions.

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Possible Student Learning Strategies:

Social/Affective

- Understand that making mistakes is a natural part of language learning
- Be willing to take risks and to try unfamiliar tasks and approaches
- Work cooperatively with peers in small groups

Tips for Games Activities

1. Target a particular language concept, such as a lexical field, a grammatical structure or a specific application, as the academic focus of the game.
2. Focus as much as possible on student-to-student interaction.
3. Allow for errors and lots of practice.
4. Use games to support what is being taught in class.

Gouin Series (Echo-acting)

For this strategy, prepare a series of six to eight short statements describing a logical sequence of actions that takes place in a specific context; e.g., getting up in the morning, cooking a meal, using the library, making a telephone call. These statements should all include action verbs and use the same tense and the same person throughout. Present the statements to the class orally, accompanying them with pantomime of the actions involved. The class responds first through mimicking the actions involved and later by imitating the statements while doing the actions. For example:

- I get up in the morning.
- I stretch.
- I walk to the bathroom.
- I brush my teeth.
- I comb my hair.
- I walk into the bedroom.
- I make my bed.
- I get dressed.

In preparing a Gouin series, it is useful to have simple props and visuals for at least some of the activities.

Group Roles

→ **For a blackline master ...**

Appendix C
Group Roles Organizer

The roles in a cooperative learning group depend on the task. Before assigning roles, review the task and determine what roles are necessary for the group to be successful. Roles could include the following:

Checker Ensures that everyone understands the work in progress.

Encourager Encourages everyone in the group to contribute, and offers positive feedback on ideas.

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Materials Manager	Gathers the materials necessary to complete the task. At the end of the task, the materials manager returns the materials and turns in the group's work.
Observer	Completes a checklist of skills and strategies used for the group.
Questioner	Seeks information and opinions from other members of the group.
Recorder	Keeps a written record of the work completed.
Reporter	Reports on the group's work to the rest of the class.
Timekeeper	Watches the clock and makes sure the group finishes the task within the time allotted.

When introducing roles to the class, explain and model them. Give students opportunities to practise them. Emphasize that all roles are equally important and contribute to the success of the group.

Cooperative learning creates opportunities for students to learn and apply important social and communication skills. It enhances perspective, encourages higher-level reasoning, creates social support and provides opportunities for students to participate in meaningful, thoughtful activity.

⊙ Random Roles

Pass out role cards to each group member or distribute coloured candy, shapes, buttons, beans or any collection of objects, where each object represents a particular role.

⊙ Group Assessment

→ For more information ...

Chapter 7

There is some debate regarding the assignment of a group mark for cooperative learning activities. Spencer Kagan argues against using a group achievement mark for the following reasons.

- If grades are partially a function of forces out of students' control, such as who happens to be in their group, that sends students the wrong message.
- Group marks violate individual accountability if individual students find ways to manipulate situations to their advantage.
- Group achievement marks are responsible for parent, teacher and student resistance to cooperative learning.

Rather than awarding group achievement marks, Kagan suggests providing feedback in written form on students' cooperative learning skills. Kagan believes students will work hard if they know in advance that such feedback will occur. He also suggests asking students to set their own goals and use self-assessment to promote learning and improve social skills.

Group Assessment: Adapted from Spencer Kagan, "Group Grades Miss the Mark," *Educational Leadership* 52, 8 (May 1995), pp. 70, 71. Used with permission. The Association for Supervision and Curriculum Development is a worldwide community of educators advocating sound policies and sharing best practices to achieve the success of each learner. To learn more, visit ASCD at www.ascd.org.

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Independent Study

For more information ...

Chapter 5 Independent Study

Independent study can develop skills that enable students to become lifelong learners. The student or the teacher may initiate independent study activities that develop sound independent study habits. Students may work with a partner as part of a small group or alone. Independent study activities can be used as a major instructional strategy with the whole class, or in combination with other strategies. Such activities can be used with one or more individuals while the rest of the class is involved in another strategy.

Possible Student Learning Strategies:

Cognitive	• Find information, using reference materials such as dictionaries or textbooks
Metacognitive	• Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly • Keep a learning log • Make choices about how you learn

Tip for Independent Study

Assessment of the abilities students already possess is important before independent study begins. Specific challenges can be incorporated into independent study assignments to build upon and further develop individual capabilities.

Information Gap Activities

In information gap activities, students exchange information to solve a problem, gather information or make decisions. These activities can be done in pairs, be teacher-led or involve groups of students. They may be highly structured or fairly open-ended and are often used to reinforce previously learned vocabulary and structures.

Ideally, information gap activities are as close to real life as possible, using questions and answers the same as or similar to those found in real-life situations. Students will then have a purpose for exchanging information; e.g., a task to complete, a puzzle to solve or a decision to make.

Possible Student Learning Strategies:

Social/Affective	• Work with others to solve problems and get feedback on tasks
Interactive	• Indicate lack of understanding verbally or nonverbally

Information Gap Activity Example

1. Organize students in pairs, and identify and review vocabulary and structures that are needed to complete the activity. For example, the activity could use a basic question structure and the vocabulary associated with the objects found in a classroom.
2. Provide Student A with a picture depicting a familiar scene, such as the inside of a classroom. Provide Student B with a picture of the same scene with some alterations; e.g., objects added or missing. Students ask each other questions in Japanese to determine

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which objects are missing from their own picture. Students sketch in objects they discover are missing from their own picture. Once complete, students assess the accuracy of their communication by comparing their pictures.

3. Circulate through the classroom while the activity is in process. Record anecdotal notes of how each individual is demonstrating the development of skills in relation to the defined learning outcome(s). Notes should be ongoing through several classes to allow for tracking of skill development and identification of any challenges a student might encounter.

Interviews and Surveys

Interviews and surveys can be conducted on almost any topic and aim to facilitate the development of the language through application. They can be used to collect information from a defined sample of people to determine and report the frequency of particular responses to specific questions. Information collected may be strictly factual (e.g., month and year of birth, number of people in the family) or it could be more subjective (e.g., likes and dislikes, opinions on a specific topic). Simple factual surveys are recommended for beginners.

Possible Student Learning Strategies:

Interactive

- Interpret and use a variety of nonverbal cues to communicate
- Ask for clarification or repetition if you do not understand

Tips for Interviews and Surveys

1. **Prepare**: Review the procedure with the class. Explicit teaching or review of structures for asking questions may be needed.
2. **Plan**: Collaboratively decide the purpose of the interview or survey and if questions will be oral or written. Formulate questions to ask, choose the sample of people to survey and divide the work among the students.
3. **Collect Data**: The interview/survey is conducted in the manner agreed upon; e.g., in person interviews (preferable for beginners), surveys by phone or e-mail, surveys on paper.
4. **Organize and Display Data**: Once data has been collected, it should be compiled and displayed. Results are often displayed by using a graph. The type of graph used will vary with the age and mathematical understanding of the students. With advanced planning, an interview/survey activity can be integrated with a topic from mathematics class.
5. **Summarize, Analyze and Interpret Data:** For simple factual interview/survey results, these steps are relatively easy. If information about opinions or values has been gathered, there is more opportunity for discussion and differing interpretations. Students may present their interpretations orally or in writing.

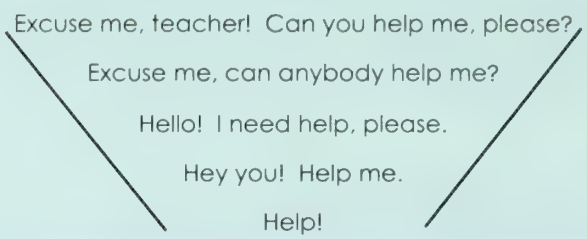
Language Ladders

Creating language ladders is an effective strategy for teaching essential classroom language. Essential language phrases are directly taught, usually at a rate of one each day. These phrases usually represent a series of different ways to express a similar idea or need, often in different registers, degrees of politeness or social context; e.g., different ways of greeting people or giving praise or encouragement to group members. Language ladders are posted on the wall with accompanying

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visual cues, and language phrases are always grouped (like the rungs of a ladder) to show their relationships and to assist students in remembering their meanings.

Example A: Help Expressions



Example B: Classroom Permission

May I go to the washroom, please?

May I get some water, please?

May I go to the library, please?

May I go to the office, please?

May I go to the playground, please?

Possible Student Learning Strategies:

Cognitive	• Group sets of things together; e.g., vocabulary, structures with similar characteristics • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Productive	• Use words visible in the immediate environment

Learning Logs

➔ **For more information ...**

Chapter 7
Learning Logs

A learning log is usually a single notebook with various sections that provide places for students to journal (reflect) and log (record with purpose).

Students record their personal reflections, questions, ideas, words or expressions to remember, or the feelings they have about experiences in class. Ideally, such reflective thinking and writing is done on a regular basis and the teacher responds with oral or written advice, comments and observations.

Learning logs are usually more objective, providing a place to record observations on learning activities, lists of books read or films watched, or notes on learning strategies.

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Until students develop an appropriate level of proficiency in Japanese and in reflective thinking and writing, they will need teacher guidance and will likely reflect in English. The transition to using more Japanese and more independent reflection is made over time. Once the transition is made, reflecting becomes a strong and meaningful context for students' Japanese use.

If students have little experience in reflective writing, it is a good idea to model the process by doing a collective journal on large chart paper. Begin by discussing the reasons for keeping a journal and ways that the journal can be used, so students understand the process and the purpose.

Tips for Learning Logs

1. Ask specific questions to guide students. Provide suggestions for topics.
2. Provide regular opportunities for students to write in their learning logs (reflective section)—perhaps a few minutes before or after an activity or at the end of each week.
3. Students choose whether or not to share their journal entries with the teacher or their fellow students. If students decide to share part or all of their journals, teachers can respond individually with questions or comments to extend thinking. **Since the primary purpose of a journal is not to practise writing, teachers should not correct the grammar, spelling or punctuation in student journals.**
4. Encourage students to regularly reread what they have written in their journals and reflect on what they have written.
5. If students are having difficulty expressing their thoughts in words, suggest that they add drawings or other visual representations to express meaning.

Students benefit from discussion about what they are learning, why they need to know specific aspects of the language or culture, and how they are learning. The discussion helps students develop the language they need to write effectively about their learning.

Encourage students to retell, relate and reflect by looking back, looking in and looking forward.

Looking back (Retell)
What activities did we do?
What did I learn?
What strategies did I use during the activity?

Looking in (Relate)
What did I like or dislike about the learning experience?
How does what I learned relate to what I already knew?
What questions or concerns do I have about what I learned?

Looking forward (Reflect)
What would I like to learn more about?
What goals could I set for myself?
How might what I learned help me in the future?

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Possible Student Learning Strategies:	
Metacognitive	• Reflect on learning tasks with the guidance of the teacher • Reflect on the listening, speaking, reading and writing process • Keep a learning log • Be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Mini-lessons

Short lessons can efficiently deliver small amounts of information to students, such as aspects of culture or a grammatical structure. Mini-lessons are effective when they are limited to 10–15 minutes. Incorporate group discussion and/or demonstrations and feature visual aids such as overhead transparencies or posters.

Possible Student Learning Strategies:	
Cognitive	• Listen attentively
Metacognitive	• Listen or read for key words • Be aware of the potential of learning through direct exposure to the language

⊙ Turn and Talk

Have students turn to a neighbouring student and discuss the mini-lesson they have just heard. Have them summarize the content of the lesson, using a graphic organizer such as a concept map, a Venn diagram or a flowchart. Specify the organizer that best suits the topic or the content of the lesson, or discuss with students which graphic organizer they think would work best and why. Discuss the resulting summaries as a class, and collaboratively develop a master organizer summary on the board.

Reading Instructional Strategies

⊙ Author's Chair

During author's chair activities, students read aloud their written drafts or compositions to their classmates. Listeners provide positive comments and constructive feedback to the author to assist future writing efforts. Writing is usually shared with the entire class, but occasionally authors read to small groups. A special chair or area of the classroom may be designated for this activity.

Tips for Author's Chair

1. Have the author face the audience and read a draft or completed composition. Have the author share accompanying illustrations and explanations with the audience. The audience uses active listening skills to convey respect for, and acceptance of, the author's efforts.
2. Have the author request comments or feedback about the piece from the audience. Encourage audience members to make positive comments related to the events, characters or specific language used in the writing. Encourage the author to ask questions about the clarity and effectiveness of the writing as well as the use of language. Have the audience offer suggestions for revision or considerations for future work.

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⊙ Comprehension

Students learn comprehension skills and strategies in a variety of situations while accessing different levels of text and different text types. The focus of guided comprehension is on direction, instruction, application and reflection.

To assist with student comprehension, provide focused instruction of comprehension skills and strategies such as:

- previewing
- self-questioning
- making links to self, text and others
- visualizing
- using graphophonic, syntactic and semantic cueing systems
- monitoring, summarizing and evaluating.

⊙ Read-aloud

During read-alouds, read to the whole class or to a small group, using material that is at the listening comprehension level of the students. The content of the reading may focus on a topic related to a curriculum outcome in another subject area, such as mathematics, science or social studies.

Reading aloud to students helps them develop a love of good literature, motivation to pursue reading on their own and familiarity with a variety of genres, including nonfiction. It provides them with new vocabulary and contributes to their oral and written language development. Reading aloud should occur frequently to stimulate the students' interest in books and reading.

⊙ Readers' Theatre

Readers' theatre activities encourage students to work cooperatively by taking turns. These activities also support the development and practice of oral language skills by promoting pronunciation, intonation and oral language fluency. In readers' theatre, students read aloud from scripts. They do not require special costumes, sets, props or music. Readers' theatre can be done as a whole class, in small groups or with partners.

Tips for Readers' Theatre Activities

1. Choose an appropriate story or script. Look for lively dialogue, clear prose, balance of parts and an appealing theme. After some practice with scripts, students can adapt a story or poem of their choice.
2. Read the story or script to young students. Older students can take turns reading aloud.
3. Discuss and reflect on the story, characters and author's intent or theme. For example: What did you think about the story? Why? How do you think the characters felt? How do you know what they were feeling? Why do you think they acted the way they did? How do you know? Can you give examples from the story?
4. Assign parts, or have students volunteer, and distribute scripts. Let many students play each part in turn. Write scripts on chart paper or on an overhead projector so students can be free to use hand movements and mime. Colour-code parts so that students can find them easily.
5. Read through the script. Allow students to ask questions, make comments or react to the story. Discuss voice projection, intonation, good vocal expression, facial expression and gestures.

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6. Have students practise the script as a whole group or in pairs. In readers' theatre, narrators often stand and characters sit.
7. Share the readers' theatre with others.

⊙ Shared Reading

In shared reading, guide the whole class or a small group in reading enlarged text that all the students can see; e.g., a big book, an overhead, a chart or a poster. The text can be read several times, first for the students and then with the students joining in. Shared reading involves active participation and considerable interaction on the part of students and teachers.

Shared reading provides an opportunity to model effective reading, promote listening comprehension, teach vocabulary, reinforce letter-sound relationships and concepts about books and print, and build background knowledge on a range of subjects.

⊙ Storytelling

Storytelling activities provide opportunities for students to tell stories by using their own language rather than reading from a text. Students may retell familiar stories, or they may choose to tell stories they have read or written.

⊙ Total Physical Response Storytelling

In total physical response (TPR) storytelling, students use the vocabulary they have recently learned in the context of entertaining, content-rich stories.

Possible Student Learning Strategies:	
Interpretive	• Use gestures, intonation and visual supports to aid comprehension • Listen or look for key words
Productive	• Use nonverbal means to communicate

Tips for TPR Storytelling

1. **Practise and Teach Vocabulary**: Have students learn a selected group of vocabulary words through association with particular actions. Practise these actions with the students.
2. **Produce and Practise Vocabulary**: Once students know the vocabulary, have them pair up. One student reads the word and the other provides the corresponding gesture. Partners reverse roles and repeat.
3. **Perform a Story**: Narrate, aloud, a story that uses the various vocabulary words. As you narrate the story, students will listen and perform the actions to the vocabulary words when they hear them.
4. **Review the Story**: Ask students for their interpretations of the story they have just performed.
5. **Retell and Revise (Advanced)**: Students build upon the story, using their existing language skills to embellish the plot, personalize the characters and create revisions.
6. **Create Original Stories (Advanced)**: Students prepare and act out original stories, using the selected vocabulary.

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Reflective Discussions

Reflective discussions encourage students to think and talk about what they have observed, heard or read. The teacher or student initiates the discussion by asking a question that requires students to reflect upon and interpret films, experiences, stories or illustrations. As students discuss information and events, they clarify their thoughts and feelings. The questions posed should encourage students to relate text content to life experiences and to other texts. Interpretations will vary, but such variances demonstrate that differences of opinion are valuable.

Research Projects

Students may be involved in research projects individually, as partners or as members of small groups. Research projects are effective in developing and extending language skills. While doing research, students practise reading for specific purposes, recording information, sequencing and organizing ideas, and using language to inform others.

Research projects can motivate students through active participation, greatly increasing understanding and retention. Students teach one another by describing what they are doing. These projects ask students to use inductive reasoning. Students can also reflect on their experiences and apply what they have learned to other contexts.

A research model can be used to provide students with a framework for organizing information about a topic.

Possible Student Learning Strategies:	
Cognitive	• Use previously acquired knowledge to facilitate a learning task • Use available technological aids to support language learning • Use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
Interpretive	• Prepare questions or a guide to note information found in a text

Role-play

Children naturally use make-believe to explore roles and situations that they cannot experience directly. Role-play and simulation use this natural learning strategy to explore different aspects of various topics. In role-play, students assume a role (a character, a real-life or imaginary person, or an animal) and are placed in a situation or context. They act as if they were someone or something else. They experiment with what it feels like to be in someone else's shoes and, ideally, develop empathy for that character.

Some props may be used, but generally there are no sets, costumes or makeup. Role-play may or may not involve writing a skit and then reading it or memorizing it for presentation. As students gain experience in role-play, they can take a more active role in planning and guiding the role-play activity.

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Role-play is best used at the reinforcement or review stage of learning when students have a fairly good command of the vocabulary and structures but need some practice using them in relatively unstructured situations.

Possible Student Learning Strategies:	
Metacognitive	• Rehearse or role-play language
Productive	• Use knowledge of sentence patterns to form new sentences

Tips for Role-play

1. **Outline the Situation**: Start by describing a problem to be solved, a conflict to be resolved or a situation involving an unforeseen element. An element of tension can draw students in and impel them to respond and take action. Begin by using fairly routine situations; e.g., asking for directions, ordering a meal in a restaurant or buying something in a store.
2. **Provide Time**: Give students time to explore/research their characters' backgrounds, beliefs, habits and opinions before they actually perform the role-play.
3. **Teacher Involvement**: Assume roles such as chairperson or spokesperson, guide the role-play and encourage students to participate.
4. **Reflection**: Provide a period of reflection following the role-play. Students describe what they experienced and how they felt. Guide the discussion by asking questions and making comments, encouraging the students to think about their experiences. Students may also respond by drawing pictures to express their reactions.

Rules of Sound Activities

Plan activities in which students learn the rules that govern the sounds that letters make or don't make (e.g., *shi, chi, tsu, wo*). Introduce rules directly (consider dedicating a hiragana chart to this) and walk students through reading examples. Then have students apply what they have learned. These rules can help the student with reading and speaking, but it's important to introduce rules slowly and strategically; e.g., introduce each rule only when it is relevant to other learning. Also, consider having students identify similarities and differences in "sound rules" between their first and second languages.

Possible Student Learning Strategies:	
Productive	• Mimic what the teacher says
Interpretive	• Use knowledge of the sound–symbol system to aid reading comprehension

Sharing Circle

In sharing circle activities, the teacher and students sit in a circle and share their thoughts on events and experiences. Sharing circles encourage students' participation as they develop oral language and gain confidence through the sharing of personal responses and ideas.

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It is important that the rules for sharing circles are discussed prior to the first sharing circle, such as "sit in a circle," "do not touch anyone," "one person speaks at a time."

Tips for Sharing Circle Activities

1. Sit comfortably in a circle with students so that everyone can see and participate.
2. Model the expectations and procedures before individual students begin to share their feelings about an event or experience. Validate all student responses.
3. It is acceptable for students to pass rather than give a response. Students take turns until all the students who wish to speak have spoken.

Sketch to Stretch

Sketch to stretch (Short, Harste and Burke 1996) is a strategy that allows students to represent through drawing what they learned during reading, viewing or listening. Students who are not risk-takers often experience success with this strategy, and the strategy provides an opportunity for students with different learning styles to respond in different ways. Students see that others have different interpretations of a selection, and new meanings and insights are gained.

Tips for Sketch to Stretch

1. Students read, view or listen to a selection, either in a small group or as a class.
2. Explain to students that they can represent meaning in a variety of ways and experiment with different ways to represent meaning. Students think about what the story or video meant to them and draw a sketch.
3. Students share their sketches with their classmates. Give the students an opportunity to discuss the sketches and ask questions.

Slim Jims

Slim Jims are long, narrow pieces of paper that students use to record notes. Categories or headings relating to the topic are chosen and written on the paper. Details are recorded in point form as single words or simple phrases under the appropriate heading. This decreases the likelihood that students will copy whole sentences from reference material. The notes can then be used to write such things as reports, summaries and oral presentations.

Visual Imaging

The practice of imaging or mentally visualizing objects, events or situations is a powerful skill that assists students to construct meaning as they listen and read. As students read and listen to others, they incorporate their knowledge and previous experiences to form images of situations, settings, characters and events. These images extend students' comprehension, enrich their personal interpretations and stimulate unique ideas for oral expression and/or writing.

Imaging provides an opportunity for students to vicariously experience what they hear, read and write.

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Word Building Activities

Word building activities should be based on relevant vocabulary collected from reading, environmental print or lexical fields. A simple word building activity involves taking the letters from a longer word and scrambling them. Students then rearrange the letters to create smaller words that they record as they try to figure out the big word. Once a number of words have been generated and the big word has been unscrambled, students can use the words they have generated in word analysis activities.

⊙ Flash Cards

➔ **For more information ...**

Appendix B
Vocabulary and Classroom Expressions

Most vocabulary words are learned through meaningful experiences (e.g., reading, environmental print), but it is still useful to spend some time working with words on flash cards. Initially, flash cards should display the words and associated pictures side-by-side, but later the flash cards can have pictures on the backs and then have no pictures at all. Students could also match word cards with picture cards. Flash cards are often used to teach nouns but can also be used for teaching verbs and adjectives. They should not be used to teach high-frequency words in isolation, as meaningful context is essential.

Possible Student Learning Strategies:

Cognitive	• Use mental images to remember new information • Memorize new words by repeating them silently or aloud • Place new words or expressions in a context to make them easier to remember

⊙ Personal Dictionaries

Personal dictionaries consist of words that are familiar and significant to individual students. Word sources include dictated stories and captions, journals and other writing efforts, as well as the students' own oral vocabulary. For language learning, personal word banks or collections of key words are valuable resources for expanding students' reading and writing vocabularies. A personal dictionary could be developed throughout the year and kept in a section of the students' learning logs.

Personal dictionaries should be organized alphabetically or by lexical field. Each entry in a personal dictionary should include a translation in the first language, along with examples of its correct usage or a picture.

Possible Student Learning Strategies:

Cognitive	• Make personal dictionaries • Place new words or expressions in a context to make them easier to remember
Metacognitive	• Check copied writing for accuracy

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⊙ Word Walls

To create an environment rich in language, create a word wall that reflects developing vocabulary. Post the words in a way that allows them to be removed for reference or reorganization; e.g., sticky notes. Use the word wall as part of regular language learning activities. For example, add a word whenever a student asks for the meaning of an unfamiliar word or seeks a word to help express himself or herself. Organize and reorganize the wall based on the instructional focus; e.g., organize by spelling pattern, lexical field, meaning, usage.

Possible Student Learning Strategies:

Cognitive	• Group sets of things together (e.g., vocabulary or structures) with similar characteristics
Productive	• Use words that are visible in the immediate environment

Using Technology in the Classroom

Information and communication technologies (ICT) are processes, tools and techniques that affect the way we can communicate, inquire, make decisions and solve problems. Information and communication technologies are used for:

- gathering and identifying information
- classifying and organizing
- summarizing and synthesizing
- analyzing and evaluating
- speculating and predicting.

Skills and processes involved in information and communication technologies can be related to learning strategies included in the Japanese Language and Culture Nine-year Program, Grades 4–5–6, in particular the cognitive strategies. For example:

ICT Skills and Processes	Cognitive Learning Strategy Examples
• gathering and identifying information	• find information, using reference materials
• classifying and organizing	• group sets of things, e.g., vocabulary or structures, with similar characteristics
• summarizing and synthesizing	• use word maps, mind maps, diagrams, charts and other graphic representations to make information easier to understand and remember

Using technological aids to support language learning is also a cognitive language learning strategy suggested in the program of studies.

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ICT Curriculum in Japanese Language and Culture Classrooms

Japanese language and culture students meet communication outcomes from the ICT curriculum as they access information in Japanese through the Internet and as they exchange information and seek support and validation of their ideas through e-mails, chat rooms and discussion forums.

Under the guidance and direction of their teachers, Japanese language and culture students meet foundational knowledge and operations outcomes by using ICT tools in appropriate ways and by understanding what tools can be best used for a specific task. For example, by using digital slide show software with multimedia features to present a project, students demonstrate knowledge of specific technology and use it in an effective way. Information and communication technologies not only allow teachers and students to use tools to enhance and/or support the learning of Japanese, they also provide opportunities to expand communication horizons that bring cultures and worlds together.

Teacher- and Student-oriented ICT Integration

Teachers are encouraged to consider different methods of integrating ICT in their planning and teaching; i.e., teacher-oriented integration and student-oriented integration.

Teacher-oriented Integration

As teachers face the challenges of meeting students' diverse needs and creating the best possible learning experiences for them, ICT tools and devices can be a useful support. ICT tools, such as databases and spreadsheets, allow teachers to plan and track student progress. Communicating with students is facilitated through e-mail, chat rooms and discussion forums. Electronically generated content can also be easily modified to meet the needs of individual students. Technology offers a wide range of possibilities for creating presentations with visual and audio components, and multimedia interactivity can be used to facilitate student practice and learning.

Student-oriented Integration

ICT can contribute to students' active participation in learning tasks. Online journals, blogs, personal Web sites and shared content through digital devices are examples of how students can use technology for learning. Japanese-based keyboard devices are also available on the Internet and can be installed to access characters and fonts specific to the language.

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Suggestions for Using Technology in the Classroom

The following chart illustrates how various technologies can be used to teach specific outcomes in the classroom.

Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
word processing	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students write and design brochures that describe their school, using graphics to enhance the design and to provide meaning.
spreadsheets	A–2.1a. express simple preferences	• Students ask one another about their food preferences and create a spreadsheet to display the information.
draw/paint/ graphic applications	A–6.2a. use the language creatively S–2.3a. use simple productive strategies, with guidance	• Students create collages and other artwork, using electronic graphics and text.
Internet	GC–2.3a. explore similarities between their own culture and other cultures S–1.1a. use simple cognitive strategies, with guidance, to enhance language learning	• Students search the Internet for information on Japanese culture worldwide, then share the information in group presentations.
e-mail	A–4.1a. exchange greetings and farewells b. address a new acquaintance and introduce themselves c. exchange some basic personal information	• Students exchange e-mails with students from another Japanese language and culture class in Canada.
multimedia applications	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields	• Students use a CD–ROM Japanese/English dictionary to look up words.
clip art/media clips	LC–6.2a. experience a variety of oral text forms	• Students examine a variety of Japanese media clips.
audio equipment	LC–5.3a. experience a variety of voices LC–6.2a. experience a variety of oral text forms	• Students listen to a variety of audio clips of Japanese-speaking voices from music, movies, television and so on.
video equipment	LC–5.5a. understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture S–2.3a. use simple productive strategies, with guidance	• Students view videos in which Japanese speakers use nonverbal behaviours; then students video-record themselves miming the behaviours.

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Technology	Specific Outcomes (Grade 4)	Suggestions for Using Technology in the Classroom
digital cameras	LC–1.3a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields S–2.3a. use simple productive strategies, with guidance	• Students create booklets that include digital photographs of classmates and of various objects found in the classroom; e.g., desks, displays, books.

These technology devices and tools can be used to enhance existing lesson plans and can also be used as a basis for lesson plans. The sample lesson plan on the following page shows a lesson that integrates ICT outcomes.

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Sample Lesson Plan with ICT Integration

Lesson Title: Our Class Booklets

Date: October 9 **Class:** 4-G

Outcomes

✦ **Applications**
A–1.1a. share basic information

✦ **Language Competence**
LC–3.2a. copy simple written words and phrases in guided situations

✦ **Global Citizenship**

✦ **Strategies**
S–2.3a. use simple productive strategies, with guidance

Possible Student Learning Strategies:
Use words that are visible in the immediate environment

Lesson Description

Using a digital camera, take a photo of each student in the class. Give students a template to complete with personal information; e.g.:

namae (Name):
tanjoubi (Birthday):
nanigo (Languages I can speak):
tomodachi (My friends are):
kazoku (The people in my family are):

Students import the picture to a Word document and type the information in the template. Documents are printed and displayed or bound in a book format for students to read.

Differentiation of Instruction

☐ yes ☑ not necessary

If yes, description:

Assessment

Create a checklist with the students that they can use to assess their entries.

Have students respond to the activity in their learning logs.

Materials

digital camera
computers
printer
paper

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Web Links

LearnAlberta.ca

The digital learning resource *Konnichiwa!* will help students read, listen and discover many new language learning experiences. This resource is available on the LearnAlberta.ca Web site at http://www.learnalberta.ca.



(This sample screen shot shows a mini movie. Students can switch between roomaji and hiragana.)

The following Internet site listing is provided as an added source of information to users on an "as is" basis without warranty of any kind. Alberta Education is not responsible for maintaining these links or the content on these external sites, nor do URL listings in this resource constitute or imply endorsement of the sites' content. It is strongly recommended that teachers preview the following external Web sites before using them and that teachers exercise their professional judgement.

- http://www.jpf.go.jp/e/index.html
- http://www.tjf.or.jp
- http://web-japan.org/index.html
- http://momiji.jpf.go.jp/kyozai/English/index.php
- http://nihongopromotion.org/index.htm
- http://www.tjf.or.jp/shogakusei/index_e.htm
- http://www.nihongomemo.com
- http://www.nihongobc.com/component/option,com_remository/Itemid,37/
- http://www.mountain.sd41.bc.ca/depts/languages/japanese/index.html
- http://www.aglance.org/ondemand/
- http://www.aac.ab.ca
- http://www.kidlink.org
- http://www.hotpot.uvic.ca
- http://www.skype.com
- http://rubistar.4teachers.org
- http://www.teachervision.com
- http://www.teachnet.com
- http://www.vcalberta.ca
- http://www.calgary.ca.emb-japan.go.jp/

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Chapter 4
Students with Special Education Needs

Chapter Summary

Characteristics of Students with Special Education Needs
Differentiated Instruction
Using Collaborative Learning
Strategies for Students with Attention Difficulties
Strategies for Students with Memory Difficulties
Strategies for Students with Listening Difficulties
Strategies for Students with Reading Difficulties
Cognitive Strategy Instruction
The Importance of Motivation

Characteristics of Students with Special Education Needs

Each student with special education needs has an individual profile of abilities, needs, interests and learning preferences. Some students with special education needs are able to master the grade-level programs of study with differentiated instruction and support strategies. Other students have more complex learning needs that require significant changes to the learning outcomes in the grade-level program of studies.

Students' special education needs can affect language learning in a variety of ways and have a variety of implications for classroom planning and instruction. For example, students may be less likely to participate in classroom discussion, may have difficulty formulating and expressing ideas, and may find the task of writing difficult and stressful. On the other hand, these students may have strengths in the visual domain and often benefit from the use of graphic organizers, charts and visual cues.

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Individualized Program Plans (IPPs)

→ For more information ...

Alberta Education. *Individualized Program Planning (IPP): ECS to Grade 12.* Edmonton, AB: Alberta Education, 2006.

Alberta Learning. *Teaching Students with Autism Spectrum Disorders.* Edmonton, AB: Alberta Learning, 2003.

Alberta Learning. *Teaching Students with Fetal Alcohol Spectrum Disorder: Building Strengths, Creating Hope.* Edmonton, AB: Alberta Learning, 2004.

Every student who is identified as having special education needs must have an Individualized Program Plan (IPP). This plan, usually coordinated by the student's classroom teacher, will contain information about the student's strengths and needs, relevant medical history, services that might be needed, educational goals and objectives for the year, required accommodations and strategies, and plans for transitions. The language and culture teacher is a member of the student's learning team and should participate in the IPP process by providing feedback on the student's individual needs, strengths and progress and by discussing how target goals can be addressed in the second language classroom.

A student's IPP can provide helpful information for planning and adapting instruction in the language and culture classroom. Any significant modifications of curriculum will be documented in the IPP. For example, a student with severe communication difficulties may have long-term goals such as establishing eye contact or initiating peer and adult interactions, and would focus on social outcomes to achieve these goals. On the other hand, a student with reading difficulties may be able to achieve most outcomes from the grade-level program of studies, but other outcomes, such as those related to reading in a second language, may be modified.

The IPP will also contain required accommodations and instructional strategies. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities. Accommodations remove, or at least lessen, the impact of a student's special education needs and give him or her the same opportunity to succeed as other students. Once a student has been identified as having special education needs, accommodations should be considered to ensure that the student can access the curriculum and learn and demonstrate new knowledge to the best of his or her ability.

The following accommodations are frequently used to support students with special education needs in grades 4 to 6.

- Arrange alternative seating; e.g., near teacher, facing teacher, at front of class, away from distractions.
- Allow more time for tasks or assignments.
- Reduce the volume of tasks required; e.g., fewer sentences to read, fewer vocabulary words.
- Reduce the demand for copying.
- Present fewer questions on a page, and provide more space for answers.
- Provide visual cues; e.g., draw arrows and stop signs on the student's paper to indicate what to do next or where to stop.
- Encourage the use of place markers, cue cards and writing templates.
- Encourage the use of a variety of writing instruments (e.g., pencil grips) and paper (e.g., graph paper, paper with lines, paper with raised lines).
- Allow the use of personal word lists or other print references.
- Provide checklists and/or picture cues of steps for longer tasks.
- Break tasks into small steps.

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Differentiated Instruction

➔ **For more information ...**

Appendix C
Examples of General Accommodations,
Examples of Instructional Accommodations

Individual students with special education needs may require specific accommodations in the language and culture classroom, but teachers can support the learning of all students—particularly those with learning difficulties—by incorporating elements of differentiated instruction. Many of these sample strategies will be beneficial for a number of students, not only students with special education needs.

The term "differentiation" embraces a variety of instructional strategies that recognize and support individual differences in student learning. Differentiated instruction maximizes learning by considering students' individual and cultural learning styles, recognizing that some students will require adjusted expectations and offering a variety of ways for students to explore curriculum content and demonstrate learning (as well as accepting that these different methods are of equal value). With differentiated instruction, the teacher creates learning situations that match students' current abilities and learning preferences but also stretch their abilities and encourage them to try new ways of learning. Differentiation can occur in the content, process and/or products of classroom instruction.

Differentiating Content

Content consists of the knowledge, skills and attitudes that students learn, as reflected in the general outcomes of the program of studies. These outcomes identify what students are expected to achieve in the course of their language learning; however, individual students may vary in their language competence, their ability to apply the language in various situations and their use of effective strategies.

Differentiation of content recognizes that, while all students are focusing on a general outcome, specific outcomes may differ for some students. For example, while all students are "using Japanese in a variety of situations and for a variety of purposes," there will be students whose specific outcome may be to "identify people, places, things" and those who will be able to "describe people, places and things competently." Differentiating content allows students to learn developmentally appropriate concepts while working with developmentally appropriate materials.

There are three basic ways to differentiate content: parallel instruction, overlapping instruction and additional or remedial instruction.

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1. Parallel Instruction

In parallel instruction, all students work toward the same general outcomes, but some students work on specific outcomes from different grade levels. This instruction often requires flexible grouping within the classroom. For example, all students in a class could be engaged in using Japanese to get things done (Applications); however, while most students are managing turn-taking behaviour (Grade 4), some students could work on asking for help or for clarification of what is being said or done in a group (Grade 5), while other students could be encouraging other group members to participate (Grade 6).

2. Overlapping Instruction

In overlapping instruction, some or all of a student's outcomes for the instructional activity are drawn from sources other than the standard subject area program of studies and are based on goals identified in that student's IPP. For example, a student with a moderate or severe cognitive disability may work on his or her goal of using pictorial symbols to express basic requests within the classroom, while the other students use Japanese vocabulary to do the same task.

3. Additional Instruction

Additional instruction occurs when a student has unique learning needs that necessitate instruction in an area not required by other students, sometimes with direction from a specialist. For example, a student with learning disabilities may need additional instruction regarding phonemic awareness, decoding or effective use of learning strategies.

Differentiating Process

Differentiating the process means varying learning activities or instructional strategies to provide appropriate opportunities for all students to explore new concepts. This may require developing a number of different ways that students can participate or providing adapted equipment or materials. Collaborative learning activities, learning centres, learning logs, individual goal setting, changing the pace and/or delivery of instruction, and using visual and verbal cueing are examples of differentiating process so that all students can be more active participants in the classroom.

Differentiating Products

➔ **For more information ...**

Appendix C
Sample Text Forms

Differentiating products means varying the type and complexity of the products that students create to demonstrate their learning. Students working below grade level may have different or reduced performance expectations from their grade-level peers. For example, they may answer a question with a drawing instead of a written sentence. Allowing students choices for demonstrating their knowledge can also accommodate differing student abilities, interests and learning preferences.

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→ For more information ...

Appendix C
Instructional
Planning Guide

Teachers can use a framework, such as the one described in the following steps, to plan for differentiation in the language and culture classroom.

1. Identify underlying concepts.

Teachers identify the concepts all students in the class should understand by the end of the lesson or unit. It is important to separate the concepts from the content used to develop these concepts. Different content may be necessary for students with different levels of skill; however, at the end of the learning activity all students should have a similar understanding of the concept, taking into consideration the level at which they are working.

2. Choose instructional strategies.

Present the concepts in such a way that all students are able to gain an appropriate degree of knowledge. Consider the following strategies for differentiating instruction.

- Present new material in short periods of time through varied activities.
- Use materials at a variety of difficulty levels for the whole group.
- Begin instruction at the individual student's current level of functioning.
- Stand close to students who need extra help.
- Modify the pace of instruction.
- Simplify instructions.
- Write instructions on the board.
- Ask students to repeat instructions or paraphrase what has been presented.
- Demonstrate, model or act out instructions.
- Complete the first example with students.
- Use a multisensory approach.
- Present concepts in as concrete a way as possible.
- Use pictures and concrete materials.
- Use different coloured chalk and pens.
- Break information into steps.
- Provide additional time to preview materials and/or complete tasks.
- Adapt the level of questioning.
- Use your advance planning organizers.

3. Choose strategies for student practice.

Use a variety of practice activities and, whenever possible, provide students with choices for their mode of practice. This may require adapting how students participate, providing adapted materials or adapting goals for individual students. Each student should have the opportunity to participate meaningfully according to his or her skill level.

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The following chart shows examples of different modes of student practice.

Verbalize	Write	Create	Perform	Solve
• oral report • panel discussion • debate • games • brainstorming • oral questions and answers • interviews	• research papers • poems • essays • stories • diaries • plays • cookbooks	• diorama • collage • painting • model • pictograph • mural • bulletin board • games • inventions	• simulation • role-play • drama • pantomime • puppet show • radio commercials	• puzzles • problems • riddles • games • brainteasers • charades

4. Choose strategies for assessment and evaluation.

➔ For more information ...

Chapter 7

Identify a variety of ways that students can demonstrate their mastery of the objectives and their understanding of the concepts. The criteria for evaluation should take into account the students' needs and abilities.

Using Collaborative Learning

➔ For more information ...

Chapter 3
Cooperative Learning Activities

Collaborative learning is a natural approach to differentiating instruction that can benefit both students with special education needs and their classmates. It can help to build positive peer relationships, increase students' feelings of responsibility for classmates and encourage strategic learning by capitalizing on students' natural desires to interact. This approach gives students opportunities to learn new information in a supportive environment and to benefit from the experience and thinking of others. Often, students accomplish together what they could not have accomplished alone. Collaborative tasks provide opportunities for language and culture learning specifically because students:

- participate actively in authentic situations
- externalize their knowledge, allowing them to reflect on, revise and apply it
- notice gaps in their linguistic knowledge as they try to express themselves
- learn from the behaviour, strategies and knowledge of more successful students (Swain 2001).

Teachers might consider using the following strategies to make collaborative learning as beneficial as possible.

Reflection

Create structured, reflective group activities in which students examine their own thought processes and explain how they reach a conclusion or arrive at an answer. Research suggests that students with learning difficulties are successful in collaborative settings only when this reflective element is incorporated (Scheid 1993). Furthermore, this kind of reflection and sharing during group discussions helps all students build higher-order thinking skills that are essential for language learning.

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Social Skills	Teach and practise social skills within group contexts. To be successful, group members must get to know and trust one another, communicate accurately, accept and support each other, and resolve conflicts constructively (Johnson and Johnson 1994).
Accountability	Create situations in which each group member is accountable for his or her learning and group accountability is based on the achievement of group members. Research suggests that this accountability results in greater academic improvement for students with special education needs (Stevens and Slavin 1991).
Variety	Use a variety of different groupings and activities. See Chapter 3 "Cooperative Learning Activities" for some sample collaborative groupings and activities.

Strategies for Students with Attention Difficulties

Attention is the ability to focus on and encode relevant information, to sustain focus and to carry out two or more tasks simultaneously. Attention also affects the regulation of mental energy and alertness.

Students experiencing difficulties with attention may:

- miss instructions
- respond with answers unrelated to the questions
- look attentive and focused but have trouble understanding and responding appropriately
- be easily distracted
- have difficulty inhibiting responses
- be impulsive
- move around or fidget
- have problems doing two tasks simultaneously; e.g., listening and taking notes.

Teachers might consider using the following sample strategies to support students who have attention difficulties.

1. Create structure to focus attention.

- Provide study carrels, earphones and desks located in a quiet part of the classroom, or provide other physical accommodations to reduce extraneous stimuli.
- Encourage students to use a bookmark, ruler or sheet of paper to cover the rest of the page when reading or reviewing directions.
- Limit materials on desks or in work spaces.
- Keep instructional group size as small as possible.
- Limit the number of oral instructions given at any one time, and follow up with printed instructions that include visual cues.

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2. Give cues when students are to shift their attention.

- Keep tasks short and specific, and give only one instruction at a time. For example, say: "Read the first paragraph." After it has been read, instruct: "Now answer question one."
- Provide a list of tasks to be completed and have students check off each task as it is completed.
- Provide cues when there is a shift in activity. For example, when speaking to the class, stop and indicate information that students should write down.

3. Allow time for movement.

- Provide stretch or movement breaks as needed or make them part of the classroom routine. Arrange an area in the classroom where students can move around without distracting others. Give students the option of going to this area when they need a stretch break.
- Have students do regular errands in the classroom, such as passing out papers or putting materials away, so they can move in the classroom in appropriate, helpful ways.
- Arrange non-distracting ways for students to move while involved in desk work. For example, replace a student's chair with a large ball and have him or her bounce gently at his or her desk while working. Small inflatable cushions also provide students with an opportunity to move in their seats without distracting others.

4. Encourage students to maintain focus and mental energy.

- Provide periodic verbal prompts or visual cues to remind students to stay on task. For example, set an alarm to go off at specific intervals as a reminder to focus, or use recorded audio messages to remind students to check their work.
- Create guidelines for good listening skills and review these guidelines frequently; e.g.: "Show me 'listening.' Eyes on speaker. Pencils down. Hands on desk."
- Reinforce listening skills and behaviours for all students by commending students who demonstrate these skills and describing what they are doing as successful listeners.
- Place visual cues, such as stickers or check marks, at specific spots on worksheets as a signal for students to take a break.
- Use auditory cues, such as bells or timers, to indicate when to take a break or return to work.
- Place a time limit on homework. If elementary students are typically spending more than one hour a night on homework, this may be counterproductive and cause stress for the family. Encourage parents to contact the school if they have homework concerns.

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5. Use low-key cues to correct inappropriate behaviour.

- Post reminders on students' desks. When possible, have students design and make reminder cards. Simply walk by and point to the reminder. This works for such skills as:
  - asking politely for help
  - focusing on work
  - taking turns.
- Collaborate with individual students to identify physical cues that indicate that a behaviour is interfering with learning. Cues should be unobtrusive and simple, such as a hand on the shoulder. This works for minor behaviours, such as interrupting or talking off topic.
- Use coloured file cards with key messages, such as "talk in a low voice" or "keep working." If students need reminders, lay the cards on their desks, without comment. After five minutes, if the behaviour has improved, quietly remove the card. If the behaviour continues, add a second card.

6. Encourage students to attend to instructions.

- Enforce a "no pencils in sight" rule during class instruction and discussion times.
- Teach students to fold over their worksheets so only the directions show. This will physically slow down students and encourage them to attend to the instructions.
- Ask students to repeat instructions in their own words to a partner or the teacher.
- Ask students to work through a few questions and then check their work. For example, say: "Do the first five and then raise your hand and we'll check them together to make sure you are on the right track."
- Hand out worksheets one at a time, when possible.
- Make a graph and have students record the number of correct answers (versus the number of completed answers). This will benefit students who might be more focused on quantity than quality.

Strategies for Students with Memory Difficulties

Memory is the ability to record new information, retain information for a short time, consolidate and use new knowledge and skills, and store information in long-term memory. Memory also involves retrieval and the efficient recall of stored ideas. Students experiencing difficulties with memory may:

- be unable to remember colours and shapes despite repeated instruction
- be unable to recall information despite extensive studying
- frequently lose their belongings

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- have problems remembering daily routines despite regular exposure
- have problems recalling facts and procedures, such as new vocabulary words or verb conjugations.

Teachers might consider using the following sample strategies to support students who have memory difficulties.

1. Use instructional techniques that support and enhance memory skills.

- Provide one instruction at a time until students can remember and follow two consecutive instructions. Provide two instructions at a time until students can remember and follow three.
- Provide opportunities for students to see directions and other information. For example, take time each day to write and discuss the daily schedule on the board.
- Write down the main points on an overhead or on the board when giving verbal instructions.
- Present concepts concretely. Real-life examples add meaning and relevance that aid learning and recall. Concepts are easier to learn and retain when presented in familiar or authentic contexts.
- Assess student learning frequently and on shorter units of work. Use quick, short evaluations rather than formal, longer tests.
- Use language that is familiar.
- Provide cues that will help students recall details.

2. Integrate memory aids into each learning activity.

- Provide regularly scheduled reviews of procedures and concepts. For example, start each day by reviewing previously learned skills and ideas. Then present new skills and ideas. Before students leave for home, review the new information.
- Teach students to make lists of reminders regularly and note dates and assignments on a calendar.
- Teach mnemonics to help students recall concepts or facts. For example, use an acronym to describe how verbs are conjugated.

3. Provide multisensory cues to make information and skills easier to remember.

- Teach sound–symbol associations when introducing new vocabulary words. Say the name of the letter, its sound and a word that starts with that letter while looking at a picture of the word. Trace the letter on the desk, in the air or in a sand tray.
- Use visual cues, such as colour coding, photo and drawing sequences, charts and videos.
- Use auditory and kinesthetic cues in combination. Combine songs with movement and dance patterns. Music and physical routines linked to fact

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learning can help students memorize faster and act as a cue for retrieving specific information.

- Incorporate hands-on learning experiences and demonstrations. Students learn and remember more effectively when they have opportunities to see and try out new information and skills in a variety of settings and contexts.

4. Set up classroom organizational systems and routines for easier access of information and materials.

- Label class supplies and class work. Encourage students to use folders and binders with different colours or labels and with pictures to separate subject work or materials for each class. Ensure that students have their names prominently displayed on all personal supplies.
- Assist students with daily and weekly organization of their desks and work spaces by providing time to clean desks and organize homework at school.
- Build procedures into the day for recording information in day-timers or assignment books.
- Provide memory aids for frequently used information; e.g., key vocabulary words can be kept in a pocket on the sides of the students' desks. Schedules can be posted on the board or on the wall, and students can keep personal copies in their desks or notebooks.
- Tape simple cue cards of daily class routines on the students' desks.

5. Teach students strategies for memorizing specific pieces of information.

To learn and practise specific vocabulary or verb conjugations, students can use a fold-over strategy.

1. Have students fold a paper to make four columns.



2. They copy target vocabulary words in English in the first column.
3. They write the Japanese words for each of the vocabulary words in the second column.
4. Students check their answers, correct mistakes and fill in missing words.
5. They fold back the first column so the English words are not visible, and practise translating the other way. Looking at each of the Japanese words they wrote in the second column, they write the English translation in the third column. Students check their answers against the original words in the first column.
6. Students repeat this process to translate the words back into Japanese in the fourth column. A complete practice page might look like this:

mother father older brother	*okaasan* ✓ *otousan* ✓ ~~*oneesan*~~ × *onisan* ✓	mother ✓ father ✓ older brother ✓	*okaasan* ✓ *otousan* ✓ *onisan* ✓

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Strategies for Students with Listening Difficulties

Listening plays a crucial role in language acquisition. Listening for specific information helps language and culture learners internalize the rules of language. Learners also need frequent opportunities to use language by taking on the role of both listener and speaker. Through social interaction, students can make and clarify or confirm meaning, test hypotheses about the language and receive feedback. Language and culture learning is best supported when regular classroom practice provides opportunities for interactive listening—listening that requires the student to take a more active role by requesting clarification or providing feedback.

Given the importance of listening in language and culture learning, all students will benefit from the development of effective listening strategies, but these strategies are particularly important for students who already have specific difficulties related to listening.

Teachers might consider using the following sample strategies to support students who have listening difficulties.

1. Provide students with appropriate expressions to clarify meaning and to confirm comprehension, such as:

- *Mou ichido itte kudasai.* (Could you repeat that please?)
- *Wakarimasen.* (I don't understand.)
- *Sumimasen.* (Pardon me?)
- *Nihongo de nan desu ka?* (What does _____ mean in Japanese?)

2. Present information in a "listener-friendly" way; for example:

➔ **For more information ...**

Appendix C
How "Listener-friendly" Is My Instruction?

- reduce distractions for students
- clearly communicate expectations
- provide students with some form of organizer at the beginning of class
- consistently review and encourage the recall of previously presented information
- use cue words and phrases to signal important information
- use transitional phrases to cue and signal the organization of information
- highlight important information
- vary volume, tone of voice and rate of speech to emphasize important ideas and concepts
- present information in many different ways
- repeat important ideas and concepts by rephrasing and using multiple examples
- write important ideas, key concepts and vocabulary on the board
- use visual aids and objects to support the concepts and information that is presented
- provide examples and non-examples of concepts
- frequently check for understanding

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- provide students with opportunities to discuss concepts with a partner or in a small group
- provide students with opportunities to work with and practise new skills and concepts
- create time for reflection at the end of the class
- briefly review the important concepts at the end of the class, and preview what will be happening the next class.

3. Model and practise active listening strategies in class.

Active listening is the act of intentionally focusing on the speaker to engage oneself in the discussion or presentation. Encourage and cue students to show active listening by:

1. looking at the speaker
2. keeping quiet
3. keeping their hands and feet to themselves
4. keeping their bodies still
5. thinking about what the speaker is saying.

Strategies for Students with Reading Difficulties

→ For more information ...

Alberta Learning. *Unlocking Potential: Key Components of Programming for Students with Learning Disabilities.* Edmonton, AB: Alberta Learning, 2002.

Research suggests that a student's first language is always present in his or her mind during second language learning; the second language knowledge that is created is connected in all sorts of ways with the first language knowledge. Mental reprocessing of second language words, phrases or sentences into first language forms is a common cognitive strategy for language learners (Kern 1994). First language understanding is also used in more complex ways to think about and process what is being read in the second language. This means that students who have difficulty reading in their first language may have difficulty reading in a second language. Many students with special education needs may be reading below grade-level expectations and will need accommodations in this area.

Recent research related to language and culture reading has focused on the use of reading strategies. In one study, students who experienced difficulty with language learning were found to rely more extensively on phonetic decoding, while more successful students used strategies that called on general background knowledge; e.g., inferences, predictions and elaborations (Chamot and El-Dinary 1999). This research suggests that teachers can help students become more effective second language learners by helping them be more flexible with their first-language reading strategies and more effective at monitoring and adapting their strategies.

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Teachers might consider using the following sample strategies to support students who have reading difficulties.

1. Create extra support for students with reading difficulties.

- Pair readers who are less able with competent readers and have them read and complete assignments together.
- Provide students with picture dictionaries to help them find and remember vocabulary.
- Photocopy reading material for students and use opaque tape to cover new or difficult words. Write simpler or previously learned vocabulary on the tape. This is also effective for reading materials that contain many idioms, metaphors or unfamiliar figures of speech.

2. Teach students specific reading strategies.

- Have students use text-content strategies such as making connections to previous knowledge or experiences, making predictions about what will happen in a text and asking questions about the text. Have students use these strategies before, during and after reading to identify, reflect on, understand and remember material they are reading.
- Have students use decoding strategies, such as highlighting different parts of a sentence in different colours (e.g., nouns in green, verbs in yellow), to break down and decode sentences.
- Have students use cognitive and metacognitive strategies to monitor comprehension, such as pausing after each sentence or paragraph and asking "Does this make sense to me?"
- Have students use strategies for dealing with unfamiliar vocabulary, such as the "Read Around" strategy:

  1. Skip the word and read to the end of the sentence.
  2. Go back and read the whole sentence again.
  3. Look at the beginning of the word for letter-sound clues.
  4. Think: "What word would fit here?"
  5. Try out a word in the sentence. Does this word sound right? Does this word make sense? Does this word match the letter clues?
  6. Look at the picture for a clue, if there is one.
  7. Ask someone.

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Cognitive Strategy Instruction

Research in the field of cognitive psychology suggests that the differences between students who are successful and students who struggle may be related in part to what students understand about the learning process. From this perspective, learning is a knowledge domain, similar to science or history. The more knowledge a student has about how to learn, the more efficient his or her learning is likely to be. This knowledge includes an understanding of when and how to use cognitive strategies—tactics that support learners as they develop and internalize procedures for performing higher-level tasks. Cognitive strategies encourage students to take ownership of their own learning. Teaching cognitive strategies can help students with learning difficulties become more active and purposeful learners, thinkers and problem solvers.

Strategy instruction is initially teacher-driven, with the teacher providing structured opportunities to learn, practise and develop strategies; however, students should be encouraged to become aware of and monitor their own strategic processes as much as possible. Students need to know the purpose and limitations of the strategies, as well as when and where to use different strategies, so that they can eventually learn to rely on themselves, rather than on the teacher.

Consider the following guidelines for teaching cognitive learning strategies:

- Match strategies to the requirements of the learning task. For example, if the goal of the learning task involves retaining the main ideas in a piece of factual writing, the student might be directed to use a chunking strategy to increase the amount of information held in short-term memory. The strategy must be developmentally appropriate for the student.
- Provide strategy instruction consistent with the student's current knowledge and skill level.
- Provide opportunities for extensive practice in strategy use. Practice helps students to spontaneously produce the strategy and apply the strategy across a wide range of content areas and situations. Students benefit from both guided and independent practice.
- Prompt students to use specific strategies at appropriate times. Some students with learning difficulties may require explicit prompting to help develop their ability to transfer the strategy to different but related tasks (Gagne and Driscoll 1988).

The Importance of Motivation

One of the most important factors in determining the rate and success of second language acquisition is motivation (Dornyei and Csizér 1998). Even with appropriate curricula, good teaching and inherent abilities, students cannot succeed without sufficient motivation. And, high motivation can make up for considerable difficulties in language aptitude.

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Often closely related to motivation is the issue of second language performance anxiety, in which previous negative experiences in language and culture contexts create ongoing feelings of apprehension for students. Language learners who are overly anxious about their performance are often less motivated to perform in ways that bring attention to themselves in the classroom or in natural language-use settings. Language anxiety is associated with difficulties in listening comprehension, vocabulary acquisition and word production, and generally lower achievement in second language learning (Horwitz, Horwitz and Cope 1986; MacIntyre and Gardner 1991).

Teachers might consider using the following sample strategies for improving and maintaining the motivation of students in the language and culture classroom.

1. Include a sociocultural component in classroom instruction.

- Show authentic films or video clips, and play culturally relevant music.
- Promote student contact with second language speakers by arranging meetings with individuals in the community, organizing field trips or exchange programs, or finding pen pals or e-mail friends for students.

2. Develop students' cross-cultural awareness.

- Focus on cross-cultural similarities and not just differences, using analogies to make the unknown familiar.
- Use culturally rich teaching ideas and activities.
- Discuss the role that second language learning plays in the world and its potential usefulness both for the students and their community.

3. Develop students' self-confidence and decrease anxiety.

- Provide regular encouragement and reinforcement. Highlight what students can do rather than what they cannot do.
- Create a supportive and accepting learning environment by encouraging the view that mistakes are a part of learning. Tell students about your own difficulties in language learning and share the strategies you have used to cope with these difficulties.
- Make sure that students regularly experience success and a sense of achievement. For example, break down tasks into smaller, more manageable units so that students experience success with each step. Balance students' experiences of frustration by providing easier activities, and complete confidence-building tasks before tackling more difficult tasks and concepts.
- Provide examples and descriptors of accomplishment. Point out the students' successes.

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4. Help students increase their success.

- Help students link past difficulties to controllable elements, such as confusion about what to do, insufficient effort or the use of inappropriate strategies, rather than to a lack of ability.
- Match the difficulty of tasks to students' abilities so that students can expect to succeed if they put in a reasonable effort.
- Encourage students to set their own goals that are achievable and specific; e.g., learning 10 new Japanese words every week.
- Teach students learning and communication strategies, as well as strategies for problem solving.

5. Increase students' interest and involvement in tasks.

- Design or select varied and challenging activities. Adapt tasks to students' interests, making sure that something about each activity is new or different. Include game-like features, such as puzzles, problem solving, overcoming obstacles, elements of suspense or hidden information.
- Use imaginative elements that will engage students' emotions.
- Personalize tasks by encouraging students to engage in meaningful exchanges, such as sharing information, personal interests and experiences.
- Make peer interaction, e.g., pair work and group work, an important component of instructional organization.
- Break the routine by periodically changing the interaction pattern or seating plan.
- Use authentic, unusual or exotic texts, recordings and visual aids.

6. Increase the students' sense of satisfaction.

- Create opportunities for students to produce finished products that they can perform or display. For example, make a wall chart of what the group has learned and use it to celebrate successes.
- Provide students with authentic choices about alternative ways to complete tasks. Invite students to design and prepare activities themselves, and promote peer teaching.
- Show students that you value second language learning as a meaningful experience in your own life, sharing stories about your personal interests and experiences with second language learning.
- Connect the task with things that students already find satisfying or valuable.

By providing students with learning experiences that create a sense of competence, enjoyment and belonging, teachers can increase the motivation and success of all students. When motivation is combined with appropriate accommodations and differentiated instruction, students with special education needs can gain valuable knowledge, skills and experiences in the language and culture classroom.

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Chapter 5
Students Who Are Gifted

Chapter Summary

Characteristics of Students Who Are Gifted
Implications for Learning and Teaching
Advanced Thinking Processes
Mentorships
Providing Additional Opportunities

Characteristics of Students Who Are Gifted

Each child who is gifted has an individual profile of abilities, needs, interests and learning preferences; however, there are a number of general characteristics associated with giftedness that become apparent early in life. Some of these characteristics appear in students at all ability levels, but they are more prevalent in students who are gifted. For instance, many students demonstrate heightened sensitivity and perfectionism, but in students who are gifted these tendencies are more predominant and appear at more extreme levels.

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Common Intellectual Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Advanced Intellectual Achievement	• Takes great pleasure in intellectual activity. • Has high aspirations. • Easily grasps new ideas and concepts and understands them more deeply than same-aged peers. • Easily memorizes facts, lists, dates and names. • Enjoys playing challenging games and making elaborate plans. • Appears bored or impatient with activities or people.
Motivation and Interest	• Requires little external motivation to follow through on work that initially excites. • Demonstrates persistence in pursuing or completing self-selected tasks in and out of school. • Develops interests independently. • Has unusual or advanced interests in a topic or an activity, but may move quickly from one activity or interest to another. • Asks a lot of questions—one after another. • Asks tough questions about abstract ideas like love, relationships and the universe. • Has a great deal of energy and may need constant stimulation.
Verbal Proficiency	• Talks early and pronounces words correctly from the start. • Develops a large and advanced vocabulary, and uses complex sentence structures. • Makes up elaborate stories. • Enjoys memorizing and reciting poems and rhymes. • Teaches himself or herself to read. • Easily and spontaneously describes new experiences, and explains ideas in complex and unusual ways.
Problem-solving Ability	• Thinks logically, given appropriate data. • Uses effective, often inventive strategies for recognizing and solving problems. • Devises or adopts a systematic strategy to solve problems, and changes the strategy if it is not working. • Reasons by analogy, as in comparing an unknown and complex process or scenario to a familiar one; e.g., design and build a robotic arm to function as a human arm. • Extends prior knowledge to solve problems in new situations or applications. • Creates new designs and inventions. • Shows rapid insight into cause-and-effect relationships.

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Trait or Aptitude	Behavioural Examples
Logical Thinking	• Enjoys counting, weighing, measuring and categorizing objects. • Loves maps, globes, charts, calendars and clocks. • Prefers his or her environment to be organized and orderly. • Gives (or demands) logical, reasonable explanations for events and occurrences. • Comes up with powerful, persuasive arguments for almost anything. • Complains loudly if he or she perceives something as unfair or illogical.
Creativity	• Comes up with new ideas and concepts on his or her own, and applies them in creative and interesting ways. • Uses materials in new and unusual ways. • Has lots of ideas to share. • Creates complicated play and games, or adds new details and twists to stories, songs, movies and games. • Responds to questions with a list of possible answers. • Escapes into fantasy and appears to have trouble separating what's real from what's not. • Goes off in own direction rather than following instructions. • Spends a lot of time daydreaming or thinking, which may be perceived as wasting time. • Makes up elaborate excuses or finds loopholes to evade responsibility for own behaviours.

Common Affective Characteristics of Gifted Students

Trait or Aptitude	Behavioural Examples
Heightened Sensitivity	• Experiences emotions strongly and may be emotionally reactive. • Reacts strongly and personally to injustice, criticism, rejection or pain. • Demonstrates, at an early age, an understanding and awareness of other people's feelings, thoughts and experiences, and can be upset by other people's strong emotions. • Is easily excited or moved to tears. • Appreciates aesthetics and is able to interpret complex works of art. • Shares feelings and ideas through one or more of the arts. • Is extremely observant and able to read nonverbal cues. • Exhibits heightened sensory awareness (for example, is over-selective about food and clothing choices). • May become fearful, anxious, sad and even depressed. • Responds emotionally to photographs, art and music.
Heightened Intensity	• Is energetic and enthusiastic. • Becomes intensely absorbed in various pursuits, sometimes ignoring school responsibilities as a result. • Has strong attachments and commitments. • Goes further than most students would to pursue an interest, solve a problem, find the answer to a question or reach a goal. • Collects things. • Is extremely persistent and focused when motivated, but has a limited attention span for things that are not of interest. • Appears restless in mind and body. • Gets easily frustrated and may act out.
Perfectionism	• Sets high (often unrealistic) expectations of self and others. • Is persistent, perseverant and enthusiastically devoted to work. • Gives up if own standards are not met or if a mistake is made. • Is self-evaluative and self-judging. • Experiences feelings of inadequacy and inferiority, and desires frequent praise and reassurance. • Becomes extremely defensive of criticism.
Introversion	• Has deep feelings and a complex inner life. • Is reflective and introspective. • Focuses on inner growth through searching, questioning and exercising self-corrective judgement. • Is knowledgeable about own emotions. • Withdraws into self rather than acting aggressively toward others.

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Trait or Aptitude	Behavioural Examples
Moral Sensitivity and Integrity	• Is concerned about ethical issues at an early age. • Has strong moral convictions. • Is capable of advanced moral reasoning and judgement. • Places a strong value on consistency between values and actions in self and others. • Is extremely aware of the world. • Is altruistic and idealistic (desires to enhance caring and civility in the community and in society at large). • Assumes responsibility for others and self.
Sense of Humour	• Makes up riddles and jokes with double meanings. • Makes up puns and enjoys all kinds of wordplay. • Plays the class clown. • Can be disruptive or get frustrated when others don't "get it." • Does not understand or seem to appreciate the humour of other students.

Asynchronous Development

Asynchronous development can also be a characteristic of giftedness. Asynchrony means that the rates of intellectual, emotional and physical development are uneven. This means that students who are gifted may be significantly out of developmental step with their same-age peers.

Students with asynchronous development:

- may be more complex and intense than same-age peers
- may feel incompatible with other students their age and with learning and recreational activities designed for their age group
- appear to be different ages in different situations, which could result in difficulties adjusting emotionally and socially.

These tendencies increase with the child's degree of giftedness. Students who experience asynchronous development need a sensitive and flexible approach from teachers in order to develop to their full potential. The greatest need of these students is an environment where it is safe to be different.

Implications for Learning and Teaching

→ **For more information ...**

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning, 2000. p. 128.

For some children who are gifted, a combination of the characteristics mentioned above may lead to difficulties with peer relations, avoidance of risk-taking or excessive self-criticism.

To address these concerns, consider how students' individual characteristics are linked to specific learning needs. The following chart illustrates sample characteristics and the learning needs that may be associated with them.

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Characteristic	Learning Need
• unusual retentiveness	• exposure to quantities of information
• advanced comprehension	• access to challenging learning activities
• varied interests	• exposure to a wide range of topics
• high level of verbal skills	• opportunities for in-depth reflection and discussion
• accelerated pace of thinking	• individually paced learning
• flexibility of thought processes	• challenging and diverse problem-solving tasks
• goal-directed behaviours	• longer time-spans for tasks
• independence in learning	• more independent learning tasks
• analytical thinking	• opportunities for higher-level thinking
• self-motivation	• active involvement in learning
• emotional sensitivity	• opportunities to explore and reflect on affective learning
• interest in adult issues	• exposure to real-world issues
• holistic thinking	• integrated approach to learning
• avid reader	• access to diverse materials

Individualized Program Plans (IPPs)

All students who are identified as having special education needs, including students who are gifted and talented, require individualized program plans (IPPs).

A student's IPP will contain essential information about the student's strengths and needs, current level of performance, specialized assessment results, recommended supports and instructional strategies that will be most effective for the student. The student's learning team will also develop a number of long-term goals and measurable objectives (usually one to three per year for a student who is gifted). The second language teacher is an important member of the learning team. Participating in planning meetings and becoming familiar with information in the IPP will allow teachers to actively support a student's long-term goals and success across subject areas.

Flexible Pacing

Flexible pacing allows students to move through the curriculum at their own rate; it lowers repetition and potential boredom by reducing the amount of time students must spend on outcomes they have already mastered. Completing outcomes in a reduced time frame provides more time for students to participate in more challenging activities in the language and culture class.

Characteristic/Learning Need Chart: This chart adapted from the Department of Education, State of Victoria, *Bright Futures Resource Book: Education of Gifted Students* (Melbourne, Australia: Department of Education, State of Victoria, 1996), p. 30. Copyright owned by the State of Victoria (Department of Education and Early Childhood Development). Used with permission.

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How to successfully implement flexible pacing:

1. Identify learning objectives for the whole class according to the program of studies.
2. Pretest the entire class to identify students who would benefit from an opportunity to work at a faster, more independent pace.
3. Plan appropriate alternative activities.
4. Eliminate unnecessary practice and review activities for those students who have mastered the material.
5. Keep accurate records of activities and assessments to ensure individual students have the opportunity to explore all learning outcomes.

Another form of flexible pacing is content acceleration. In this approach, students who have mastered the learning outcomes for their grade level may be moved to a higher grade to take instruction at a more challenging level. For example, a student who has mastered the concepts and skills in the Grade 4 program of studies could move to the Grade 5 or Grade 6 class for Japanese.

Enrichment Strategies

The following section outlines sample enrichment strategies that teachers can use to differentiate the planning and delivery of language and culture instruction.

Grade/Curriculum Focus	Whole Group Activity	Suggestion for Differentiation
Grade 4 • developing reading skills in Japanese	• Class reads grade-level story and discusses.	• Students read story written above grade level and develop graphic organizer to illustrate understanding.
Grade 5 • exchanging basic personal information; e.g., name, age	• Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They share a reading of their script with the class.	• Students interview community members who speak Japanese, write about what they learned from the interview, and then introduce the community members to the class.
Grade 6 • explore the use of language for imagination, humour and fun	• Students play a variety of traditional sports or games in Japanese.	• Based on their research and understanding of the language and culture, students develop a new game and teach it to the class in Japanese.

How to successfully implement flexible pacing: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 32) by Susan Winebrenner, copyright © 2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Alternative Learning Activities/Units

Alternative activities challenge students who have already mastered the learning outcomes in the grade-level program of studies. These activities can take many forms and should challenge the students' thinking abilities and push them to engage more deeply in the content area.

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Appendix C
Alternative Learning Activities Menu

Alternative learning activities provide different types of learning tasks that may be more challenging and appropriate for students who are gifted. Some topics can be developed into a series of challenging learning activities organized in an alternative learning activities menu. Students can choose a number of activities from the menu to complete independently or with a partner during class instruction time. See the following sample menu.

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Alternative Learning Activities Menu

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE In Japanese, demonstrate the preparation of a nutritious snack for the class and then share the results!	**PLAN** Plan a menu for a class party. Write a grocery list in Japanese for your party supplies.	**INTERVIEW** In Japanese, interview other students about their snacking habits. How do they try to make healthy choices?
RESEARCH Research traditional foods enjoyed in Japan during major holidays.	**YOUR IDEA**	**SURVEY** In Japanese, develop a survey about students' favourite lunch foods. Ask your classmates to complete the survey.
DISPLAY Design a display board that illustrates favourite foods of the class and that includes the Japanese words and phrases for each food.	**CREATE** Create a replica of a small coffee shop in the corner of the classroom, complete with menus and signs in Japanese. Use this set for role-playing ordering in a restaurant, meeting new people or having a conversation in Japanese.	**EVALUATE** In Japanese, create a rubric to evaluate your performance in one of the other activities on this menu.

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Independent Study

Many students who are gifted enjoy and benefit from opportunities to individually investigate course topics. Components of an independent study program include:

- identifying and developing a focus
- developing skills in creative and critical thinking
- using problem-solving and decision-making strategies
- learning research skills
- developing project-management strategies
- keeping learning logs
- reflecting on and evaluating the process and product
- sharing the product with an intended audience from beyond the classroom
- keeping a portfolio of results.

Independent studies help students move from being teacher-directed to being student-directed. With teacher support and coaching, the students learn how to decide on a focus, develop a plan of action, follow it through and monitor their process. Students take part in developing criteria for evaluation and work collaboratively with the teacher.

Possibilities for independent study include:

- writing and recording a script
- creating a magazine or picture book on a topic of interest
- developing a slide show presentation on a topic of interest and presenting it to other students
- creating a display about a story read or country researched
- developing a puppet show on a related topic
- writing a new ending to a story or movie
- creating a story to share with others.

➔ **For more information ...**

Appendix C
Sample Independent Study Agreement

Students need to be well prepared to work independently, and they need to be clear on the product, processes and behavioural expectations.

Students who are gifted will need instruction and ongoing support to manage and benefit from independently completing alternative learning activities. Some students may benefit from an independent study agreement that outlines learning and working conditions and lays out basic expectations.

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Advanced Thinking Processes

→ **For more information ...**

Chapter 1
Sample Activities Organized in the Bloom's Taxonomy Model

Bloom's Taxonomy (Bloom 1956) is a model frequently used as a guide when designing themes, units, learning activities and assignments that promote higher levels of thinking. Bloom proposes that at the most basic level people acquire knowledge and comprehension. At higher levels people learn how to apply principles and to analyze, evaluate and synthesize. Assuming that students have no background in a topic of investigation, they would move from knowledge and comprehension to application before working with the higher-order skills of analysis, evaluation and synthesis. The latter three levels are associated with critical thinking.

Taxonomy of Thinking

lower to higher

	Category	Definition	Activities	Sample Products
1.	**Knowledge**	Ability to remember previously learned facts and ideas.	tell • recite • list • memorize • remember • define • locate	workbook pages • quiz or test • skill work • vocabulary • facts in isolation
2.	**Comprehension**	Understand concepts and information.	restate in own words • give examples • explain • summarize • translate • show symbols • edit	drawing • diagram • response to question • revision • translation
3.	**Application**	Transfer knowledge learned from one situation to another.	demonstrate • use guides, maps, charts, etc. • build • cook	recipe • model • artwork • demonstration • craft

Illustrative Examples

- Recite the names of family members (e.g., mother, grandfather, sister) in Japanese.
- Draw a family tree and label the relationships between family members in Japanese.

Caution

Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary.

Illustrative Examples

- Explain how to play a game in Japanese.
- Demonstrate how something works in Japanese.

Illustrative Examples

- Interview a school volunteer who speaks Japanese.
- Listen to a partner describe an object in Japanese and draw what your partner describes.
- Write journal entries from the point of view of a Japanese-speaking person arriving in your city or town.

Taxonomy of Thinking: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 133) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Taxonomy of Thinking (continued)

4.

Category	Definition	Activities	Sample Products
Analysis	Understand how parts relate to a whole. Understand structure and motive. Note fallacies.	investigate • classify • categorize • compare • contrast • solve	survey • questionnaire • plan • solution to a problem or mystery • report • prospectus

Illustrative Examples

- Develop a simple story in Japanese. Black out key phrases and trade with partners to fill in the missing sections.
- Choose an important vocabulary word in Japanese and create a web showing its meaning, origin, usage and related words.
- Create a Venn diagram comparing English and Japanese.

5.

Category	Definition	Activities	Sample Products
Evaluation	Establish criteria and make judgements and decisions.	judge • evaluate • give opinions • give viewpoint • prioritize • recommend • critique	decision • rating • editorial • debate • critique • defence • verdict • judgement

lower to higher

Illustrative Examples

- Listen to two short stories in Japanese and explain which one you prefer and why.
- Develop criteria for evaluating the effectiveness of an ad and then rate the effectiveness of three ads from a Japanese language magazine.

6.

Category	Definition	Activities	Sample Products
Synthesis	Re-form individual parts to make a new whole.	compose • design • invent • create • hypothesize • construct • forecast • rearrange parts • imagine	lesson plan • song • poem • story • advertisement • invention • other creative products

Illustrative Examples

- Compose a song in Japanese.
- View a travel film from Japan and plan activities for a seven-day vacation with your family.

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Mentorships

→ For more information ...

Alberta Learning. *Teaching Students Who Are Gifted and Talented.* Edmonton, AB: Alberta Learning. 2000. pp. 179–183.

Mentorships give students opportunities to develop dynamic relationships with adult experts who share their passion for a specific area of interest. In a successful mentorship, the mentor and student will have complementary teaching and learning preferences and will engage in a mutual exchange of knowledge.

Mentorship is an ideal vehicle for facilitating the differentiated learning needs of students who are gifted. For language and culture programs, mentorships provide opportunities for students to engage with native language speakers for a variety of purposes, such as interviews, individual projects, conversation practice, connection to the local cultural community and exploring career options. Alternatively, students can share the language learning process with an adult learner who can encourage metacognitive development by exploring and discussing language learning strategies.

Guidelines for mentorships:

1. Identify what (not whom) the students need.
2. Discuss with the students whether they would like to work with a mentor and if so, what they would like to gain from the relationship.
3. Identify appropriate mentor candidates. Explore contacts from the local community. Conduct the appropriate reference checks as directed by school jurisdiction policy.
4. Interview and screen the mentors. Be explicit about the students' goals and learning strategies and about potential benefits for both the students and the mentors. Provide training as required.
5. Match mentors with students.
6. Prepare students for the mentorship. Ensure that they understand its purpose, benefits, limitations and commitments. Write down the participants' roles and responsibilities.
7. Monitor the mentor relationship to ensure that it is achieving its goals. Renegotiate the relationship as needed, and seek new mentors if students are not benefiting.

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Providing Additional Opportunities

➔ **For more information ...**

Appendix C
Sample Text Forms

Language learning can be enriched by giving students opportunities to use language for authentic purposes. This can include conversations with native speakers and others who speak the language fluently, such as parents, older students, community members, members of cultural associations and other classroom visitors. Students will benefit from listening and speaking with these resource people and from working on enrichment activities and projects with them. Another option is to link the class with a peer class in another country so that students can have ongoing writing exchanges and can engage in joint learning projects. For students who learn quickly, using Japanese to engage in communication for real purposes can lead to significant enrichment and satisfaction.

In addition, students who are gifted will often benefit from access to a wide variety of print and media resources. These students can often handle more challenging reading levels and may be eager to learn about more complex or specialized subject areas. Libraries, the Internet and cultural organizations are all good sources for supplemental resources.

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Chapter 6
English as a Second Language Learners

Chapter Summary

English as a Second Language (ESL) Learners
Implications of Learning Multiple Languages Concurrently
Second Language Acquisition
Choosing Instructional Strategies
Suggestions for Assessment

English as a Second Language (ESL) Learners

English as a second language (ESL) learners are those students who first learned to speak, read and/or write a language other than English. ESL students may have recently immigrated to Canada or they may have been born in Canada and been living in homes in which the primary spoken language is not English.

Linguistic and cultural diversity is characteristic of schools and communities throughout the province. Children and their families immigrate to Alberta from every corner of the world. Canadian students of Aboriginal, Francophone and other cultural descents, whose families have lived in Alberta for many generations, may be learning to speak English as a second language.

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Canadian-born ESL Students

First Nations, Métis and Inuit (FNMI) peoples	• may speak English, French, an FNMI language or a combination of languages in their homes and communities • can differ greatly from community to community • have skill in their first language, which influences further language learning, that ranges from fluent to minimal • may use culturally specific nonverbal communication and may have specific cultural values and beliefs regarding listening and speaking
Francophone people	• come from within the province and from other areas of Canada • may enter English-speaking schools at any age or may be learning English as a second language in a Francophone school
Hutterites, Mennonites or people of other religious groups	• attend school within their communities and learn English to access the outcomes of the program of studies • have religious and cultural concerns in their communities that strongly influence the selection of instructional strategies and teaching materials
Canadian-born children of immigrants	• have parents who may not speak English, limiting family support in schooling • in some cases, are born in Canada and return to their parents' home country, only to return for schooling in Alberta at some later time

Foreign-born ESL Students

Recently arrived immigrants	• make up a large group of ESL students in Alberta schools • may arrive at any time in the school year, and could be at any grade level • usually have attended school on a regular basis in their home country, and may have already studied English at school there, although this typically involves only a basic introduction to the language
Refugees	• have all the needs of regular immigrants, as well as issues relating to war, disaster, trauma and disorientation • may not have wanted to leave their home countries • may be worried about family members who have been left behind • may have received little or no formal schooling and have complex needs that go beyond learning English as a second language • may qualify for additional assistance from the federal government on arrival • may require assistance from government, social and community agencies for several years

Challenges for ESL Students

- Students may struggle with expressing their knowledge, gathering information and pursuing new concepts in an unfamiliar language.
- Students are in an environment where they are expected to acquire more sophisticated and complex knowledge and understanding of the world around them.
- Students often learn the full Alberta curriculum while learning English.
- Many students will experience value and cultural conflicts between their home language and culture and the English language and culture in which they are immersed.

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Each ESL student's cultural and life experiences will differ from those of other ESL students and those of their classmates. In preparing to welcome new students to the school, staff and teachers should find out as much as possible about the students' linguistic and cultural backgrounds. Many countries have a complex linguistic environment. For example, students from India may use two or three languages regularly.

In some cases, language is the basis for political strife between groups of people. For example, using the language of government or industry gives people exclusive access to power in some multilingual countries. In such cases, language can be a highly emotional issue.

Teachers should not assume that because two students come from the same general geographical area they have language and culture in common. They may have very different backgrounds, experiences and beliefs.

Sensitivity to political issues is also important. People who have been on opposing sides of political disputes in the past may now be living side-by-side in Canada. Usually, they leave their political differences behind them, but in some cases long-standing conflicts between groups of people can affect the way they regard and interact with one another.

Teachers should avoid stereotypical thinking about a student's background, abilities and preferences. Every country, culture and language group also has diversity within it. It is important to learn from students and their families about their previous experiences, goals, expectations and abilities. This inquiry and listening should be done with an open mind.

The Role of Culture in Second Language Learning

Learning a second language often involves learning a new culture. By the time a child is five years old, the first culture is already deeply rooted. The first culture of ESL students influences their way of communicating in the second language. For example, many Asian and FNMI students may avoid direct eye contact when speaking with teachers out of respect, based on the teachings of their cultures.

Gestures and body movements convey different meanings in different cultures. Also, the physical distance between speaker and listener is an important factor in some cultures. Some students may stand very close when they speak to a teacher, whereas others may back off if they think the teacher is too close. As the significance of even a friendly or encouraging touch is open to different cultural interpretations, it should be used cautiously, if not avoided altogether.

Learning how to interpret body language, facial expressions, tone of voice and volume in a new language and culture takes time on the part of the learner and patience and understanding on the part of the teacher. It may take a while before students learn the cultural cues that help them communicate more effectively and appropriately in nonverbal ways.

Some ESL students may only feel comfortable with male or with female teachers, depending on their customs and experiences. ESL students may or may not have previously studied in a classroom or school with both male and female students. Prior knowledge of this and discussion with the parents or guardians and the student will help ESL students feel more comfortable in the school setting.

Impact on Learning Preferences

Like all students, ESL students have differing personalities, cognitive abilities and educational and life experiences that influence their abilities and approaches to learning.

Some students take a systematic or analytical approach to second language learning. They want to know more about how the language works, such as rules governing grammar and spelling. These students may need longer conversational silences, as they wait to make sure that when they speak they will use language that is grammatically correct. These students tend to be shy or rigidly independent and have difficulty making mistakes or accepting or asking for assistance.

Other students are holistic in their orientation, focusing more on getting their message across than on its delivery. These students tend to be outgoing risk-takers who try to communicate from the start. They are typically comfortable with making mistakes, being corrected and asking for assistance; however, they may be satisfied with lower literacy levels and need to be motivated to work hard at developing greater accuracy in their language use.

Other Learning Impacts

Class discussion and participation may be foreign concepts to students of other cultures; for them, volunteering answers and information may be a bold and immodest practice. ESL students may be shocked by the spontaneous and outspoken behaviours of their peers. They have to adjust to new teaching styles and turn-taking rules in the classroom. Students who have come from schools with populations far greater than those found in Alberta may have learned to disappear in a large group but now feel as if their every move stands out. It may take these students some time to become comfortable in this new learning environment.

ESL students may have to make a transition from rote memorization of facts to analytical problem solving or from total dependence to self-reliance. Discovery, trial and error, and a question–answer style of learning can be strange to students who have been taught to believe that the teacher is the sole source of information and that the learner must accept information and not question it or volunteer opinions. Experience-based instruction with field trips may not be taken seriously by students and parents or guardians who have different views of learning. Many parents or guardians of ESL students also expect their children to do a great deal of homework. Communication between the home and school is essential to ensure mutual understanding of expectations.

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Understanding Cultural Differences in Student Behaviour

Teachers working with ESL students should also be aware that these students may sometimes respond in unexpected ways to particular classroom situations or events, due to different experiences, cultural values and beliefs from those of other students. The following chart identifies possible cultural explanations for behaviours and attitudes that ESL students may exhibit.

Behaviour or Attitude	Possible Cultural Explanation
The student avoids eye contact.	Keeping eyes downcast may be a way of showing respect. In some cultures, direct eye contact with a teacher is considered disrespectful and a challenge to the teacher's authority.
The student tends to smile when disagreeing with what is being said or when being reprimanded.	A smile may be a gesture of respect that children are taught in order to avoid being offensive in difficult situations.
The student shrinks from, or responds poorly to, apparently inoffensive forms of physical contact or proximity.	There may be taboos on certain types of physical contact. Buddhists, for instance, regard the head and shoulders as sacred and would consider it impolite to ruffle a child's hair or give a reassuring pat on the shoulder. There are also significant differences among cultures with respect to people's sense of what is considered an appropriate amount of personal space.
The student refuses to eat with peers.	Some students may be unaccustomed to eating with anyone but members of their own family.
The student does not participate actively in group work or collaborate readily with peers on cooperative assignments.	In some cultures, cooperative group work is never used by teachers. Students may thus view sharing as "giving away knowledge" and may see no distinction between legitimate collaboration and cheating.
The student displays uneasiness, expresses disapproval or even misbehaves in informal learning situations or situations involving open-ended learning processes; e.g., exploration.	Schooling in some cultures involves a strict formality. For students who are used to this, an informal classroom atmosphere may seem chaotic and undemanding, and teachers with an informal approach may seem unprofessional. Such students may also be uncomfortable with process-oriented learning activities and prefer activities that yield more tangible and evident results.

Understanding Cultural Differences in Student Behaviour: Adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 8, 9, 10. ©1999 Province of British Columbia. All rights reserved.

Behaviour or Attitude	Possible Cultural Explanation
The student refuses to participate in extracurricular activities or in various physical education activities; e.g., swimming, skating, track and field.	Extracurricular activities, along with some physical education activities, may not be considered a part of learning or may even be contrary to a student's religion or cultural outlook. Some students may also be working during after-school hours.
The student seems inattentive and does not display active learning behaviours.	In some cultures, the learning process involves observing and doing, or imitating, rather than listening and absorbing; e.g., through note taking.
Performance following instructions reveals that the student is not understanding the instructions, even though she or he exhibited active listening behaviours that suggested understanding and refrained from asking for help or further explanation.	In some cultures, expressing a lack of understanding or asking for help from the teacher is interpreted as a suggestion that the teacher has not been doing a good job and is considered impolite.
The student is unresponsive, uncooperative or even disrespectful in dealing with teachers of the opposite gender.	Separate schooling for boys and girls is the norm in some cultures. Likewise, in some cultures the expectations for males and females are quite different. The idea that females and males should have the same opportunities for schooling and play comparable roles as educators may run contrary to some students' cultural experiences.
The student appears reluctant to engage in debate, speculation, argument or other processes that involve directly challenging the views and ideas of others.	In some cultures, it is considered inappropriate to openly challenge another's point-of-view, especially the teacher's. In some cases, there may be a value attached to being prepared, knowledgeable and correct when opening one's mouth.
The student exhibits discomfort or embarrassment at being singled out for special attention or praise.	To put oneself in the limelight for individual praise is not considered appropriate in some cultures in which the group is considered more important than the individual.
The student fails to observe the conventions of silent reading.	Some students may be culturally predisposed to see reading as essentially an oral activity and will read aloud automatically. For others, reading aloud is associated with memorization.

The sample situations described in the preceding chart indicate the need for teachers to be aware of their assumptions about the meaning of a student's behaviour and to adjust their own responses accordingly. Often the most effective response of teachers is to be clear and explicit about their own expectations or those prevalent in Canadian society.

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As ESL students become part of the mainstream class, everyone in the class must be prepared to adapt and broaden their understanding. There are times when the adjustments made to address the needs of ESL students will affect and make demands of the other students in the class.

Feedback on Pronunciation

An ESL student may be a fluent speaker, but sometimes communication breaks down because the student has problems mastering the English sound system. The amount of difficulty or phonetic interference will depend to a large extent on the pronunciation patterns of the student's first language. For example, a student who speaks a first language that has few final consonants will tend to drop word-final consonants in English or other languages, resulting in utterances like the following:

Jaw an Baw wa to da sto. (John and Bob walked to the store.)

Many ESL students are unnecessarily referred to speech–language pathologists because of problems that are directly attributable to first language interference. It is important for teachers to be aware that it takes students time to actually learn to hear new sounds, pronounce them properly and use them in conversation and in learning to spell. However, if a student stutters or stammers, or has prolonged problems with pronouncing certain sounds, it may be necessary to find out if these problems are also evident in the student's first language.

To find out whether or not the student requires speech–language intervention, listen to the student speaking in his or her first language with a peer, ask the student's parents or guardians, or request an assessment in the student's first language.

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP)

It is important for classroom teachers to understand the differences between functional, everyday language skills and the language skills required in an academic setting. Basic Interpersonal Communication Skills (BICS) typically develop within two years of arrival in an integrated classroom setting. BICS make students appear to have mastered many aspects of the language, as they are able to discuss, joke and socialize with classmates; however, there are considerable differences between BICS and the language required for academic purposes. Cognitive Academic Language Proficiency (CALP) takes five to eight years to acquire, and ESL learners need support and assistance with their language learning to achieve CALP. Therefore, in language and culture programs, it is important to remember that ESL learners may or may not have sufficient language or concepts on which to base their new language learning.

Implications of Learning Multiple Languages Concurrently

The number of trilingual students in Canada is increasing, and most people are aware of the advantages of speaking three languages. Possessing skills in multiple languages leads to educational, economic and sociocultural benefits. Students for whom English is a second language, including those who are learning two languages as well as those who already have bilingual competencies in languages other than English, develop certain tendencies as trilingual speakers that may aid their language development. Limited instruction in a third language will not lead to trilingual proficiency, but it will enable these students to develop language learning skills.

Since the majority of trilinguals are bilinguals learning a third language, success in third language acquisition is based on proficiency in the first language, the recency of the second language acquisition, linguistic distance and interlanguage transfer. English as a second language (ESL) students may find it beneficial to learn a third language as it may improve their understanding of English.

Second Language Acquisition

The term *second language* refers to a language that is learned after the first language is relatively well established. By the age of five, children have control over most of their first language grammar. Any language they learn after that is filtered through their previously learned language.

ESL learners are already learning a second language—typically English—in Alberta schools. Whatever their backgrounds, all ESL students will benefit from being included in the Japanese language and culture program. The most compelling reason is that it is typically during the Japanese language and culture program that all students in the classroom tend to be on a more level playing field. For example, when a teacher is speaking Japanese, it is possibly the one time during the day when the ESL student understands as much as his or her classmates and is not at a disadvantage, as with instruction in English. In fact, the ESL learner's own first language may provide an advantage. Also, the skills necessary to learn a new language are transferable to learning other languages. ESL students should be encouraged to be included in Japanese language and culture programs, despite their limited proficiency in English.

Implications of Learning Multiple Languages Concurrently: Adapted from The Language Research Centre of the University of Calgary, *A Review of the Literature on Second Language Learning* (Edmonton, AB: Alberta Learning, 2004), pp. 57, 61.

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Tips for Teachers of ESL Students

1. **Be conscious of the vocabulary you use.**
   Choose simple, straightforward words that are in everyday use.
2. **Provide additional wait time when students are responding to questions.**
3. **Simplify sentence structures and repeat sentences verbatim before trying to rephrase.**
   Short, affirmative sentences are easiest for new learners of English to understand. Complex sentences and passive verb constructions pose a greater challenge. For example, instead of "The homework must be completed and handed in by Friday," it would be better to say "You must finish the work and give it to me on Friday."
4. **Recycle new words.**
   Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
5. **Rephrase idioms or teach their meanings.**
   ESL students often translate idiomatic expressions literally. Post a list of idioms for students to see, talk about and use.
6. **Clearly mark transitions during classroom activities.**
   To avoid confusion when changing topics or focus, explicitly signal the changes; e.g., "first we will ...", "now it's time for ...".
7. **Give clear instructions.**
   Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
8. **Use many nonverbal cues.**
   Gestures, facial expressions and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures, e.g., pointing at people, may have negative meanings in some cultures.
9. **Periodically check to ensure ESL students understand.**
   ESL students may be reluctant to ask for clarification or to admit that they don't understand something, if asked directly. To check for understanding, focus on the students' body language, watching for active listening behaviours or for expressions or postures that indicate confusion or frustration.
10. **Write key words on the board, and use visual and other nonverbal cues, whenever possible, to present key ideas.**
    Concrete objects, charts, maps, pictures, photos, gestures, facial expressions and so on form an important complement to oral explanations for ESL students.
11. **Provide written notes, summaries and instructions.**
12. **Use the students' native languages to check comprehension and to clarify problems.**
    If you or some of your students speak the native language of your ESL student, use the first language to clarify instructions, provide translations of key words that are difficult to explain, and find out what the student knows but cannot express in English. Most ESL students will only need this additional support for a limited time or in rare situations.

Tips for Teachers of ESL Students: Some tips adapted, with permission from the Province of British Columbia, from *English as a Second Language Learners: A Guide for Classroom Teachers*, pp. 18, 19, 20. ©1999 Province of British Columbia. All rights reserved.

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13. **Communicate interest in students' linguistic development, and set expectations.**

14. **Respond to students' language errors.**
    When students produce incorrect grammar or pronunciation, rephrase their responses to model correct usage, without drawing specific attention to the error. In responding to students' written errors, try to focus on consistent errors of a specific type and concentrate on modelling or correcting only that error. If you target each and every error, the student may not grasp the specific rules that must be applied and may become confused and overwhelmed. Keep in mind that it is best to focus on content and understanding first.

Considering the Student's Perspective

As well as creating an effective learning environment for ESL students, it is important for teachers to consider the learning environment from the student's perspective.

ESL students learn best when they:

- are involved in decision making
- become aware of available resources
- are actively involved in evaluation practices
- have opportunities to develop a sense of self-confidence and competence
- feel safe and secure to try things and to make mistakes
- are free to interact with materials, peers and adults
- have opportunities to make choices and decisions about what to do, what to use and who to work with
- become aware of the needs of others and show respect and a caring attitude toward others
- have opportunities for success
- influence their own experiences and the experiences of all others in the class
- continue to develop theories about the way the world works
- are both a learner and a teacher, an individual and a group member.

Celebrating Cultural Differences

There are many ways to celebrate cultural differences in the classroom and the school.

Tips for Celebrating Cultural Differences

1. Begin by finding out as much as possible about the cultures represented in your room and in your community.
2. Ensure that the school is culturally inclusive visually. Displays around the school should represent various backgrounds, cultures, religions and lifestyles. Emphasize the everyday rather than the exotic.
3. Bilingual as well as first language books and dictionaries, and books written by a wide variety of authors from various cultures, can be part of the school library collection. The school library should be reviewed regularly to ensure that materials are culturally appropriate.

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4. Seasonal, holiday and artistic displays in the classroom and school should reflect the cultural composition of the school. If cultural and faith celebrations are honoured within the school, they should be inclusive of all members of the school community.
5. School staff members should be encouraged to decorate their work spaces with items that reflect their cultural backgrounds.

Differentiating Learning Activities for ESL Students

It may be necessary to differentiate learning activities for ESL students. Some examples of differentiation for ESL students are listed in the chart below.

	General Curriculum Focus	Whole Group Activity	Suggestions for Differentiation
Grade 4	Develop reading skills in Japanese.	Class reads grade-level story and discusses.	ESL learner will highlight words understood. ESL learner will sit with a buddy and follow the text.
Grade 5	Exchange basic personal information.	Using a vocabulary list, students work in groups of two or three to write a short script about meeting a new friend. They read the script together.	ESL learner will contribute some of the words for the script. He or she may mime parts of the script for the class.
Grade 6	Explore the use of language for imagination, humour and fun.	Students play a variety of traditional sports or games in Japanese.	ESL learner may display prior knowledge of a game and teach the game to classmates.

Choosing Instructional Strategies

Instructional strategies that are effective in teaching second languages are often the same strategies that are effective with ESL students. In general, structured cooperative learning activities, group discussions and the use of educational technologies are effective instructional strategies for ESL students.

Cooperative Learning

→ For more information ...

Chapter 3

Cooperative learning activities that incorporate predictable routines and structures are integral to a supportive learning environment. Cooperative learning includes students working together in small groups toward a group goal or task completion, students sharing ideas and materials, and students celebrating success based on the performance of the group rather than on the performance of individuals.

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The benefits of using cooperative learning with ESL students are that it allows them to interact with their peers, it models language and social interactions, it develops positive interdependence and self-confidence, and it allows for repetition of information as the group works together to solve problems. The challenges of using cooperative learning are that ESL students may find it to be a threatening experience, may not be used to expressing personal opinions and/or may not have enough language to interact with their peers.

When using cooperative learning as an instructional strategy, teachers should remember to keep groups small, group ESL students carefully, assign roles in each group and monitor group interactions.

Group Discussion

Similar to cooperative learning, group discussions allow ESL students to articulate their views and respond to the opinions of others. Group discussions are essential for building background knowledge on specific issues, creating motivation and interest, and exploring new ideas. They also create a sense of belonging and lead to social interactions.

The challenges of group discussion for ESL students include insufficient listening comprehension skills, misinterpretation of body language and the expression of one's personal opinion, which may not have been encouraged in the ESL student's previous educational setting.

To foster effective group discussions, encourage an atmosphere of openness and acceptance, establish ground rules for discussions, choose topics for discussion carefully and give ESL students an opportunity to think before they respond.

Technology

➔ For more information ...

Chapter 3

All students, including ESL students, should become familiar with different types of technology. Some students may have had extensive opportunities to use different technologies, while others may have had limited opportunities. In most cases, students are highly motivated to use any form of technology.

Some suggested forms of technology are:

- electronic journals or diaries
- interactive projects with different schools or countries
- chat rooms, news groups, bulletin boards
- production of audio, video or multimedia assignments
- structured e-mail interactions
- submission of assignments via e-mail
- cross-cultural communication with e-pals
- writing conferences via e-mail.

Using technology benefits students by presenting information in a new way, providing oral presentation of written text (in some cases) and allowing students to work independently at their own pace. Interacting using technology may also be less threatening and intimidating for ESL learners than interacting in person.

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The challenges of using technology include providing instruction on how to use the technologies and monitoring the activity to ensure that students are on task. Assigning partners in the computer lab is a common and valuable strategy. ESL students may need to be introduced to the North American keyboard. There are many effective educational software programs available for teaching basic computer skills, keyboarding and even second languages.

Suggestions for Assessment

→ For more information ...

Chapter 7

Appendix E
Assessment
Blackline Masters

With ESL students, assessment includes finding out about their background knowledge and about any gaps in their prior education.

Accurate assessment of ESL students is difficult because of the limited ability of these students to express themselves. Some modification of assessment practices may be necessary.

Modifying Assessment for ESL Students

Novice Students
(up to six months in an English-speaking classroom with ESL support)

- Have student point to the picture of a correct answer (limit choices).
- Have student circle a correct answer (limit choices).
- Instruct student to draw a picture illustrating a concept.
- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Reduce choices on multiple choice tests.
- Test student orally in English or in the native language.

Beginning Students
(up to two years in an English-speaking classroom with ESL support)

- Instruct student to match items.
- Have student complete fill-in-the-blank exercises with the word list provided.
- Give open-book tests.
- Ask student to retell/restate (orally and in writing).
- Instruct student to define/explain/summarize orally in English or in the native language.
- Use cloze procedures with outlines, charts, time lines and other graphic organizers.

Modifying Assessment for ESL Students: Adapted from Pamela Wrigley, *The Help! Kit: A Resource Guide for Secondary Teachers of Migrant English Language Learners* (Oneonta, NY: ESCORT, 2001), p. 146. Adapted with permission from ESCORT

Intermediate Students (up to five years in an English-speaking classroom with ESL support)	• Have student explain how an answer was achieved (orally and in writing). • Have student complete fill-in-the-blank exercises. • Ask student to retell/restate (orally and in writing). • Have student define/explain/summarize (orally and in writing). • Have student compare and contrast (orally and in writing). • Use cloze procedures with outlines, charts, time lines and other graphic organizers. • Have student analyze and explain data (orally and in writing). • Instruct student to express opinions and judgements (orally and in writing).

Reporting ESL Students' Progress

School jurisdictions may have specific policies regarding the reporting of the achievement of ESL students. Some jurisdictions will supply specifically designed ESL report cards. Other jurisdictions will modify the regular report card to reflect the program of the ESL student. Still other jurisdictions have developed report cards to reflect the needs of all students and have the capacity to include learner outcomes developed specifically for ESL students. No matter what format is used, it is important that accurate information is shared.

Whenever necessary, the services of an interpreter can be used to explain to parents how their children are doing. Teachers can check with local service agencies for lists of available interpreters or ask the family if they have someone they trust to interpret the information for them.

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Chapter 7
Classroom Assessment

Chapter Summary

Introduction
Assessment
Evaluation
Assessment for Learning (Formative) and Assessment of Learning (Summative)
Determining the Assessment Purpose
Principles of Effective Classroom Assessment
Assessment Accommodations for Students with Special Education Needs
Student-directed Assessment
Teacher-directed Assessment
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Introduction

Assessment approaches and strategies provide evidence of understanding and are a critical part of the planning process. Assessment should be considered and planned before deciding on learning activities. Assessment approaches and tasks provide the context and direction for learning activities that will be used to build understanding and skills.

Assessment

Assessment is the gathering and consideration of information about what a student knows, is able to do and is learning to do. It is integral to the teaching-learning process, facilitating student learning and improving instruction.

Teachers consider assessment during all stages of instruction and learning. The assessment process informs teachers as to what students know and what they are able to do in relation to learning outcomes. Informed by a well-designed and implemented assessment process, teachers are empowered to make sound pedagogical decisions to move students toward the achievement of learning outcomes.

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Teachers use assessment to:

- obtain information about what students know or are able to do
- modify instruction
- improve student performance.

Assessment practices should:

- be part of an ongoing process rather than a set of isolated events
- focus on both process and product
- provide opportunities for students to revise their work in order to set goals and improve their learning
- provide a status report on how well students can demonstrate learning outcomes at a particular time
- be developmentally appropriate, age-appropriate and gender-balanced and consider students' cultural and special needs
- include multiple sources of evidence (formal and informal)
- provide opportunities for students to demonstrate what they know, understand and can do
- involve students in identifying and/or creating criteria
- communicate the criteria used to evaluate student work before students begin tasks so that they can plan for success
- be communicated to students so that they understand expectations related to learning outcomes.

Also, assessment practices should help and encourage students to:

- be responsible for their own learning
- be involved in establishing criteria for evaluating their products or performances
- work together to learn and achieve outcomes
- feel competent and successful
- set goals for further improvements.

Evaluation

Evaluation is often confused with assessment. Evaluation is a judgement regarding the quality, value or worth of a student's response, product or performance based on established criteria and curriculum standards. Through evaluation, students receive a clear indication of how well they are performing in relation to learning outcomes.

With information from assessment and evaluation, teachers can make decisions about *what* to focus on in the curriculum and *when* to focus on it. Assessment and evaluation identify who needs extra support, who needs greater challenge, who needs extra practice and who is ready to move on. The primary goal of assessment and evaluation is to provide ongoing feedback to teachers, students and parents in order to enhance teaching and learning.

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Assessment for Learning (Formative) and Assessment of Learning (Summative)

Assessment is generally divided into two categories: assessment for learning (formative assessment) and assessment of learning (summative assessment). For professional discussion and understanding, it is helpful to be aware of these terms and their meanings.

Assessment for Learning

➔ For more information ...

Appendix E

Assessment for learning is characterized by the ongoing exchange of information about learning between student and self, peer, teacher and parent. It provides information about student progress, allowing the teacher to make program adjustments to best meet the learning needs of a student or class. Assessment for learning provides detailed, descriptive feedback through comments. As a result of receiving feedback focused on the learning outcomes, students will have a clearer understanding of what they need to do to improve their future performance. If students are to become competent users of assessment information, they need to be included in the assessment process (Black et al. 2003).

Examples of assessment for learning activities include the following:

- Students learn the names of family members and bring a photograph or drawing of their family to class. They take turns introducing their family members to their peers. Observe students for the demonstration of specific outcomes, such as how well they share basic information and if they communicate words and phrases comprehensibly. Observations are recorded using an outcome-based observation checklist. Such information effectively informs the planning process, leading to improvement of future student performance in relation to specific learning outcomes.

  Caution

  Teachers should be aware that some students may live in foster or group homes and/or may not have a traditional family structure. An alternative activity may be necessary.

- After hearing Japanese spoken clearly and correctly, students form small groups and read a short passage to one another. Each group selects a spokesperson to present the passage to the entire class. The teacher facilitates a discussion on the characteristics of good Japanese pronunciation. Students then summarize some of the characteristics of good pronunciation in their learning logs. This knowledge is used to improve students' oral interaction and production skills.

Assessment of Learning

Assessment of learning most often occurs at the end of a period of instruction, such as a unit or term. It is designed to be summarized in a performance grade and shared with students, parents and others who have a right to know.

Examples of assessment of learning activities include the following:

- At the conclusion of a unit on "My Family," students prepare a personal collage using pictures of themselves, families, extended families, friends, their favourite activities, foods, books, likes and dislikes. Each picture is labelled in Japanese. The collages are then presented orally in Japanese. An outcome-based rubric is used to evaluate how well students are able to share basic information and use pronunciation comprehensibly. The rubric is then translated into a grade that can be presented as part of a report card, portfolio or parent–student–teacher conference.
  Caution
  Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. An alternative activity may be necessary.
- At the end of a period of study in which students have had the opportunity to learn and use several relevant vocabulary words, students write a test in which they match a Japanese vocabulary word with the corresponding word in English. These tests are marked and contribute to an overall mark in a reporting period.

Comparing Assessment for Learning and Assessment of Learning

Assessment for Learning (Formative Assessment)	Assessment of Learning (Summative Assessment)
Checks learning to determine what to do next, then provides suggestions of what to do—teaching and learning are indistinguishable from assessment.	Checks what has been learned to date.
Is designed to assist educators and students in improving learning.	Is designed for the information of those not directly involved in daily learning and teaching (school administration, parents, school board, Alberta Education, post-secondary institutions) in addition to educators and students.
Is used continually by providing descriptive feedback.	Is presented in a periodic report.
Usually uses detailed, specific and descriptive feedback—in a formal or informal report.	Usually compiles data into a single number, score or mark as part of a formal report.
Is not reported as part of an achievement grade.	Is reported as part of an achievement grade.
Usually focuses on improvement, compared with the student's "previous best" (self-referenced, making learning more personal).	Usually compares the student's learning either with other students' learning (norm-referenced, making learning highly competitive) or with the standard for a grade level (criterion-referenced, making learning more collaborative and individually focused).

Comparing Assessment for Learning and Assessment of Learning: Adapted from Ruth Sutton, unpublished document, 2001. Used with permission from Ruth Sutton Ltd.

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Determining the Assessment Purpose

Any assessment strategy can serve both formative and/or summative purposes, depending on how the results are used. In assessment of learning, tests are given to check learning at a given point and are included as part of the report card mark. When planning to administer a test, teachers can also use assessment for learning strategies. For example:

- Teachers can collaboratively develop test questions with students. Developing test questions gives an indication of what students know and can do. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively guide student review.

- Teachers can ask students to rate, on a scale from easy to difficult, what has been learned. This helps students understand how to focus their test preparation and helps teachers determine how to most effectively help students review. Following a test, teachers can ask students to identify what questions they considered to be the most difficult—the ones they found most challenging, not necessarily the questions they got wrong. Teachers can then take this information and work with students to categorize learning outcomes that proved difficult and to facilitate student self-assessment and goal setting.

- Teachers can administer a nongraded pre-test prior to introducing a new activity. For example, if the instructional focus of a game to be played is to learn new vocabulary, students can be given a pre-test to check how well they know that vocabulary. After the learning experience, students can complete the same test and compare their performances. Based on this comparison, students can reflect on their learning in their learning logs.

It is possible to use the same test for both assessment of learning and assessment for learning. It is up to teachers to determine the purpose and use of the results of assessment strategies.

Meaningful Assessment

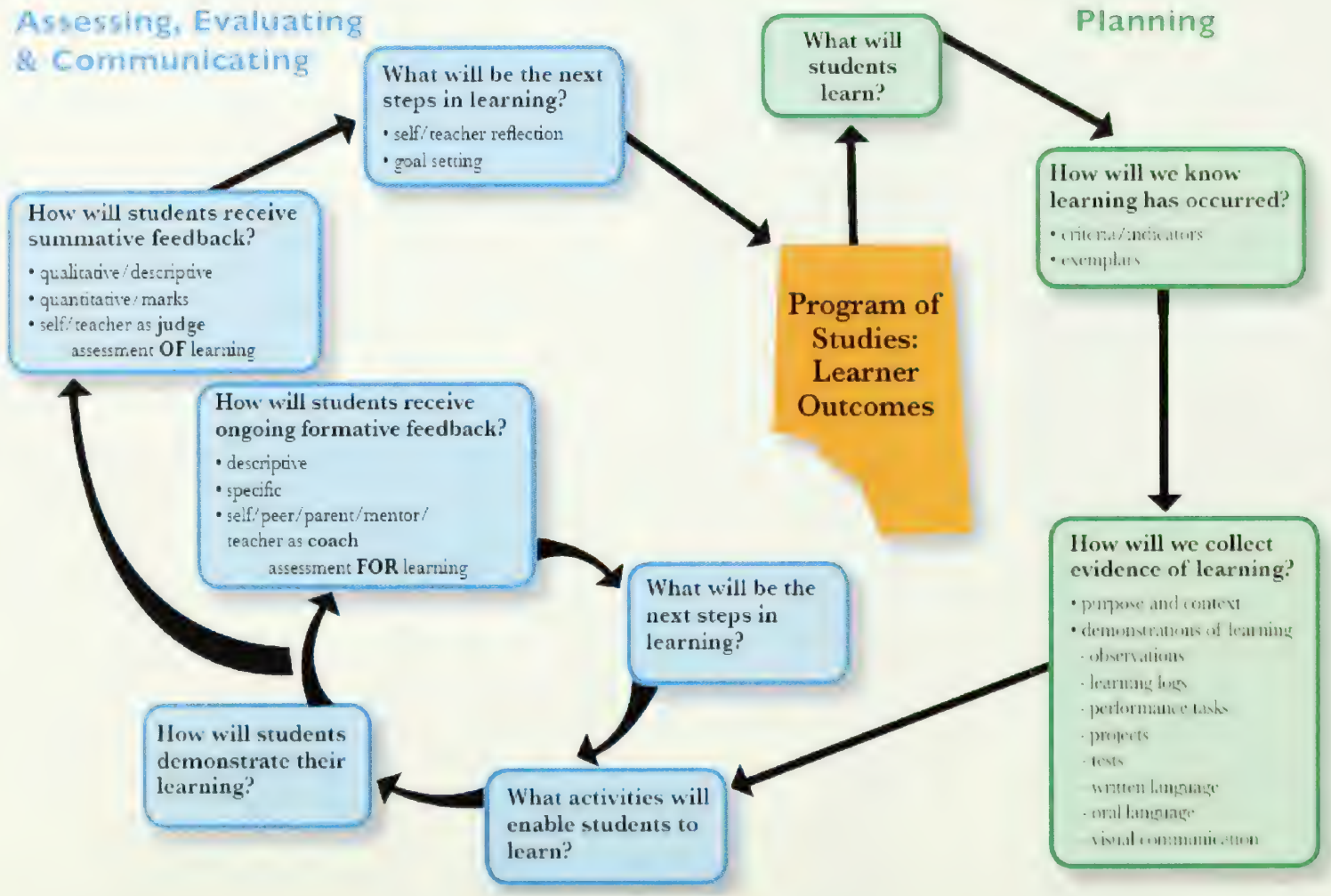
The quality of assessment largely determines the quality of evaluation. Valid judgements can be made only if accurate and complete assessment data are collected in a variety of contexts over time.

Assessment should occur in authentic contexts that allow students to demonstrate learning by performing meaningful tasks. Meaningful assessment achieves a purpose and provides clear and useful information. For example, it may identify misunderstandings in student learning and provide corrective feedback and direction for further instruction. Assessment enhances instruction and learning.

Meaningful content and contexts for assessment help students by engaging their attention and encouraging them to share their work and talk about their learning processes. Students need to take an active part in assessment. When students understand assessment criteria and procedures and take ownership for assessing the quality, quantity and processes of their own work, they develop self-assessment skills. The ultimate goal of assessment is to develop independent lifelong learners who regularly monitor and assess their own progress.

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Assessing Student Learning in the Classroom



Assessing Student Learning in the Classroom: ©Alberta Assessment Consortium (AAC). Source: *A Framework for Student Assessment* (p. 3). 2nd ed. (2005). Used with permission.

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Principles of Effective Classroom Assessment

Effective assessment provides regular feedback and allows teachers and students to reflect on progress and adjust instruction for learning.

There are several critical factors to consider as you plan and develop an effective classroom assessment program. The graphic on the preceding page, "Assessing Student Learning in the Classroom," outlines a framework for classroom assessment based on the latest research and best practices designed to enhance student learning. The following principles are central to an assessment process that informs teaching practices and enhances student learning.

Assessment reflects intended outcomes from the program of studies.

General and specific outcomes identify expectations for student achievement across curriculum. These outcomes should be used to articulate evidence and criteria for learning. When outcomes are clustered around a "big idea" or concept, they can be used as the basis for articulating expectations, selecting strategies and developing activities. Well-aligned units and lesson plans incorporate a series of learning experiences that:

- clearly identify a cluster of outcomes around a big idea or concept
- describe what students should understand, know and do to meet the outcomes
- provide learning activities that lead students to attain the outcomes
- use instructional approaches or strategies based on indicators of student learning.

Teachers should plan assessment activities that require students to demonstrate what they understand and can do in relation to the selected outcomes so that valid inferences can be made based on the results.

Assessment criteria are clearly communicated.

Criteria describe what students are expected to be able to do to meet intended learning outcomes. Criteria need to be written in age-appropriate language and communicated to students prior to beginning an assessment activity. Sharing criteria with students empowers them to monitor their learning and communicate their progress.

Assessment employs a variety of strategies.

The most accurate profile of student achievement is based on the findings gathered from assessing student performance in a variety of contexts. When teachers use a variety of assessment for learning and assessment of learning strategies consistently, they are able to accurately communicate student achievement in relation to the program of studies. For example, some skill outcomes can only be evaluated through performance assessment that provides students with a meaningful real-world context, and in second language instruction, observation of personal communication is an essential assessment strategy.

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Assessment is ongoing.

The assessment process has no beginning or end; it is a continuous process that enhances teaching and learning and provides ongoing feedback to teachers, students and parents about student learning. Teachers gather information about student learning and consider it as they plan further instruction. They use ongoing student assessment to make decisions on how to best support student learning while students work toward achieving the outcomes in the program of studies.

Assessment involves students in the process.

Whenever possible, students should be involved in determining the criteria used to evaluate their work. Such involvement leads students to a deeper understanding of what they are expected to know and do. Students should also be involved in the process of identifying their learning needs and goals. Teachers facilitate self-assessment, peer assessment, conferencing and goal setting to enhance learning and allow students to become effective users of assessment information.

Assessment demonstrates sensitivity to individual differences and needs.

Assessment impacts student motivation and self-esteem and therefore needs to be sensitive to how individual students learn. "Accommodations to ... assessment will greatly serve the needs of individual students who have communication, behavioural, intellectual or physical exceptionalities .... Such accommodations or adaptations should be made to ensure the most accurate understanding of a student's performance ..." (Toronto Catholic District School Board 2001, p. 14). As teachers conference with students, decisions are made with regard to the next steps in student learning. This includes accommodations for individual student learning needs.

➔ **For more information ...**

Chapter 6 Modifying Assessment for ESL Students

Chapter 7 Assessment Accommodations for Students with Special Education Needs

Appendix C Examples of Assessment Accommodations

Accommodations to programming and assessment, including those for ESL students and for students with special education needs, ensure the most positive impact on student learning and an accurate understanding of student performance. Specific accommodations may include adjustments to the kind, breadth, depth and pace of assessment.

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Assessment includes many different tools and processes.

Assessment tools and processes include:

- tests and quizzes with constructed-response (performance-based) items and selected-response items (true/false, fill-in-the-blank, multiple choice)
- reflective assessments, such as journals, logs, listen–think–pair–share activities, interviews, self-evaluation activities, and peer response groups
- academic prompts that clearly specify performance task elements, such as format, audience, topic and purpose
- culminating assessment projects that allow for student choice and independent application.

Assessment should:

- be directly connected to curriculum expectations and to instructional strategies
- include various forms, such as observations, anecdotal notes, rating scales, performance tasks, student self-assessment, teacher questioning, presentations and learning logs
- be designed to collect data about what students know and are able to do, what they need to learn, and what they have achieved and about the effectiveness of the learning experience
- demonstrate a range of student abilities, skills and knowledge
- involve sharing the intended outcomes and assessment criteria with students prior to an assessment activity
- assess before, during and after instruction
- provide frequent and descriptive feedback to students
- ensure that students can describe their progress and achievement.

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Assessment Accommodations for Students with Special Education Needs

➔ For more information ...

Chapter 4

Assessment may need to be modified or adapted to accommodate students with special education needs. Based on a clear understanding of the specific needs of a student, teachers can make assessment accommodations related to:

- kind/task
- depth/detail
- breadth/volume
- pace/timing.

The following chart describes examples of these types of assessment accommodation.

Accommodation in Kind (Task)	Accommodation in Depth (Detail)
• Familiarize students with methods being used. • Use alternative assessment formats; e.g., oral tests, conferences. • Encourage student negotiation of performance tasks. • Provide exemplary models. • Allow students to practise the activity. • Convert short answer questions to a cloze format. • Present tasks that begin with the concrete and move to the abstract. • Encourage the use of tools such as calculators, dictionaries, word processors and magnifiers. • Allow peer support, such as partner work.	• Break down complex tasks into smaller steps. • Provide written instructions in addition to verbal directions. Put an outline of steps on the board. • Include picture clues to support verbal instructions. • Modify the format of the evaluation by having fewer questions per page, or limit the overall number of questions. • Teach students to attend to key direction words in questions by using a highlighter. • Avoid excessive corrections by focusing on fewer expectations.
Accommodation in Breadth (Volume)	**Accommodation in Pace (Timing)**
• Reduce amount of reading and writing required. • Reduce amount of content per assessment task. • Provide clear, simple directions for the assessment activity. • Allow the use of notes or text during tests to assist students with weak recall, or provide a set of reference notes. • Monitor work to ensure time lines are met.	• Provide additional time to complete tasks and tests. • Have students repeat and rephrase instructions. • Allow students to complete the assessment task over several sessions. • Reinforce effective behaviour such as finishing on time and demonstrating commitment to the task. • Take into account improvement over time.

Assessment Accommodations for Students with Special Education Needs: Adapted with permission from Toronto Catholic District School Board, *Assessment of Student Achievement in Catholic Schools: A Resource Document* (Toronto, ON: Toronto Catholic District School Board, 2001), p. 15.

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Student-directed Assessment

Involving students in the assessment process allows them to become effective users of assessment information. Students can become proficient users of student-directed assessment strategies such as conferencing, self-assessment, peer assessment and goal setting.

Assessments that directly involve students help them learn important skills that they will be able to use as lifelong learners. They learn to be reflective and responsive, to think about their own efforts, to be constructive in self-assessment and peer assessment, and to provide specific information that makes a difference.

By integrating self-assessment activities, time for goal setting and peer assessment into routine classroom activities, assessment shifts from the teacher as judge and evaluator, to the teacher as coach and facilitator. To increase student involvement in the assessment process, teachers should:

- explain scoring criteria for performance-based tests prior to the tests
- show exemplars of what excellent work looks like whenever possible
- use language that students understand
- develop assessment tools collaboratively with students
- develop self-monitoring and self-assessment tools for different tasks and assignments
- encourage student goal setting.

Conferencing

Conferences are usually short, informal meetings held with individual students or a small group of students and involve diagnostic listening, questioning and responding. Interviews are conferences conducted to gather specific information. They may involve a set of questions asked for a specific purpose or a formal set of written questions to which a student responds in writing. For example, teachers may need information about a student's use of text and use a formal conference or interview to ask questions directly related to a particular aspect of the student's performance.

Sometimes more formal interviews are conducted regarding student attitudes and metacognitive behaviours. These are often presented as a set of questions or activities to which the student may respond orally, while the teacher records his or her responses.

Whether conferences are informal or formal, they are most beneficial for assessment purposes when they are held on a regular basis and both student and teacher come prepared with materials to share and questions to ask. Conference notes form a permanent record of the content of the conference and can be used to set goals for future learning.

Once students are familiar with conferencing procedures, peer conferencing can be used by students to obtain feedback and discuss their progress and goals.

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The purpose of conferencing is to:

- provide opportunities for students and the teacher to discuss learning strengths and areas for improvement
- set learning goals
- learn about students' understanding of information, students' attitudes toward learning, and the skills and strategies students employ during the learning process
- provide opportunities for individualized teaching, guiding students to more challenging materials and determining future instructional needs.

Tips for Conferencing with Students

1. The tone of conferences should be relaxed and friendly, with a limited number of topics to discuss. Students should be aware of the purpose of the conference and the expectations of participants before the conference begins.
2. Manage conferences by setting aside definite times.
3. Record individual student names on a classroom calendar so that students know the day on which their conference will occur.
4. Use a class list to ensure that all students are seen in individual conferences.
5. Allow students to request conferences on a sign-up basis.
6. Ensure that all students select at least a minimum number of conferences (to be determined by the teacher) throughout the term.
7. Review class records frequently to ensure that all students are being seen regularly.
8. Schedule assessment conferences for five to ten minutes with a specific purpose in mind.
9. Maintain a friendly, relaxed atmosphere that promotes trust.
10. Ensure that students are able to work independently so conferences can occur without interruption. Discuss the purpose of conferences and the expectations of all members of the class during conference times. Establish procedures for problem-solving other class issues that may arise during conference times.
11. Conference more frequently with students having difficulty.
12. Focus on only one or two topics at each conference.
13. Begin and end each conference on a positive note.
14. Review recent anecdotal notes and conference records to identify students in immediate need of conferencing.
15. Understand that students become more involved and accept more responsibility for the conference as they become familiar with the process.
16. In a group conference, each student involved has the opportunity to share his or her work, to emphasize what he or she is proud of and to ask questions. Other participants point out what they like about the student's work and offer suggestions for improvement. It may be useful to observe and record anecdotal notes.

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Personal Reflection and Self-assessment

→ **For blackline masters ...**

Appendix E
Self-assessment Checklist,
Self-assessment Rating Scale,
Self-assessment Checklist and Goal Setting

Personal reflection can be structured by the teacher or the students and may include personal responses about the learning process. Teachers can effectively model personal reflection for students on a daily basis.

When students self-assess they:

- reflect on what they have learned and how they learned it
- monitor and regulate their learning while they are learning
- see their strengths as well as areas that need work
- realize that they are responsible for their own learning
- evaluate the quality of their work and knowledge
- set goals for future learning and plan ways to achieve their goals
- see their progress in all curricular areas.

Tools such as response journals and learning logs can become even more effective when accompanied by the use of probes or specific questions. In *Assessing Student Outcomes*, Marzano, Pickering and McTighe offer the following journal writing probes and questions that help students reflect on their own learning:

Reflecting on Content

Describe the extent to which you understand the information discussed in class. What are you confident about? What are you confused about? What do you find particularly interesting and thought provoking?

Reflecting on Information Processing

Describe how effective you were in gathering information for your project.

Reflecting on Communication

Describe how effective you were in communicating your conclusions to your discussion group.

Reflecting on Collaboration and Cooperation

Describe how well you worked with your group throughout your project.

Assessing their own thinking and learning provides students with valuable training in self-monitoring. One way to have students reflect on their learning is to have them complete sentence stems such as:

- This piece of work demonstrates that I can ...
- I can improve my work by ...
- After reviewing my work, I would like to set a new goal to ...
- A strategy that worked well for me is ...

To maximize learning, teachers can create opportunities for students to compare their own self-assessment information with teacher assessments. This kind of authentic student–teacher interaction during the assessment process encourages students to honestly and thoughtfully assess their own work and take ownership of their own learning.

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Students can assume more responsibility in the learning process by assessing and/or evaluating their own assignments or projects prior to teacher or peer assessment. Students can also write their own progress report comments and summary-of-learning letters to teachers and parents.

Portfolios

A portfolio is a purposeful collection of student work samples, student self-assessments and goal statements that reflect student progress. Students generally choose the work samples to place in the portfolio, but the teacher may also recommend that specific work samples be included. Portfolios are powerful tools that allow students to see their academic progress from grade to grade.

The physical structure of a portfolio refers to the actual arrangement of the work samples, which can be organized according to chronology, subject area, style or goal area. The conceptual structure refers to the teacher's goals for student learning. For example, the teacher may have students complete a self-assessment on a work sample and then set a goal for future learning. The work sample self-assessment and the goal sheet are then added to the portfolio.

Work samples from all curricular areas can be selected and placed in a portfolio, including stories, tests and projects.

Effective portfolios:

- are updated regularly to keep them as current and complete as possible
- help students examine their progress
- help students develop a positive self-concept as learners
- are shared with parents or guardians
- are a planned, organized collection of student-selected work
- tell detailed stories about a variety of student outcomes that would otherwise be difficult to document
- include self-assessments that describe the student as both a learner and an individual
- serve as a guide for future learning by illustrating a student's present level of achievement
- include a selection of items that are representative of curriculum outcomes and of what students know and can do
- include the criteria against which the student work was evaluated
- support the assessment, evaluation and communication of student learning
- document learning in a variety of ways—process, product, growth and achievement
- include a variety of works—audio recordings, video recordings, photographs, graphic organizers, first drafts, journals and assignments that feature work from all of the multiple intelligences.

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Work samples not only provide reliable information about student achievement of the curriculum, but also provide students with a context for assessing their own work and setting meaningful goals for learning. Furthermore, displaying concrete samples of student work and sharing assessments that illustrate grade level expectations of the curriculum are key to winning the confidence and support of parents.

An essential requirement of portfolios is that students include written reflections that explain why each sample was selected. The power of the portfolio is derived from these descriptions, reactions and metacognitive reflections. Conferencing with parents, peers and/or teachers helps synthesize learning and celebrate successes. Some students become adept at writing descriptions and personal reflections of their work without any prompts. For students who have difficulty deciding what to write, sentence starters might be useful; e.g.,

- This piece shows I really understand the content because …
- This piece showcases my _____ intelligence because …
- If I could show this piece to anyone—living or dead—I would show it to _____ because …
- People who knew me last year would never believe I created this piece because …
- This piece was my greatest challenge because …
- My (parents, friend, teacher) liked this piece because …
- One thing I learned about myself is …[1]

The student descriptions should indicate whether the product was the result of a specifically designed performance task or a regular learning activity. The level of assistance is also relevant—did the student complete the work independently, with a partner, with intermittent guidance from the teacher or at home with parent support? Dating the sample, providing a brief context and indicating whether the work is a draft or in completed form are also essential.

Goal Setting

→ **For blackline masters …**

Appendix E
Self-assessment Checklist and Goal Setting,
Long-term Goal Setting

Goal setting follows naturally out of self-assessment, peer assessment and conferences. Students and teachers decide what they need to focus on next in the students' learning, set goals and plan the steps students will take towards achieving their goals.

Goals can be either short- or long-term. Short-term goals are small and specific and are likely to be achieved within a brief period of time. One way to help students set goals is to add a prompt to the end of a self-assessment task; e.g., "Next time I will …".

Students set long-term goals when they take an overall look at how they are doing and identify a specific focus for improvement. Long-term goals are bigger and more general and usually require an extended period of time to reach, sometimes as long as a few months.

1. Adapted from Kay Burke, *The Mindful School: How to Assess Authentic Learning* (3rd edition) (Arlington Heights, IL: Skylight Professional Development, 1999, 1994, 1993), p. 68. Adapted with permission of Sage Publications, Inc.

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Appendix D
Goal-setting Organizer 1, 2, 3 or 4

To coach students in setting SMART learning goals—Specific, Measurable, Attainable, Relevant and Timely (Sutton 1997)—teachers should advise students to look for strengths in their work as well as areas of potential growth.

Students need to set goals that are attainable and appropriate. Teachers can use direct instruction to help students develop goal-setting skills. When students set their goals, they need to:

- consider their strengths
- consider areas that need improvement
- use established criteria
- identify resources they will need to be successful
- design plans that will enable them to reach their goals
- share their goals with significant people in their lives
- plan time lines for goal review and attainment.

Students may set specific goals for each of the language arts. Goals may be set for daily activities, for long-term activities or for a term.

Once students describe what they need to do, they design a specific plan to meet their goals. Teachers ask students to provide specific information, such as a date by which they wish to accomplish their goal and the materials and resources they will need.

The results of self-assessment, peer assessment and goal setting are used to monitor students' performance and to improve it. Information gathered can be used to plan for future instruction, but it should not be included in a performance mark for a report card.

Learning Logs

Learning logs serve to develop student awareness of outcomes and learning processes. With encouragement, guidance and practice, students develop the ability to reflect on learning activities, identify what they have learned, identify areas in which they need to improve and set personal learning goals. It takes time and practice for students to become adept at such reflective thinking, particularly in the beginning stages. Learning logs kept by students and responded to by the teacher on a regular basis provide an effective assessment for learning tool.

Guided Reflection

Learning logs allow students to monitor their learning and write to the teacher about what help they need to improve. Teachers can direct students to focus on a particular area in their learning logs, such as reflecting on a specific experience, or breaking down vocabulary and grammar into categories that indicate levels of understanding, such as "Got it, Getting it, Don't get it yet." Information gained from periodic meetings with students about their learning logs allows teachers to plan how to help students improve.

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Metacognitive Reflection

Metacognitive reflection can be defined as thinking about one's own thinking and learning processes. Teachers help students develop metacognitive strategies through direct instruction, modelling and providing opportunities for student practice. In this way, students become effective thinkers who self-monitor and develop control over their thinking processes.

Students use their metacognitive skills to reflect on what they have learned, how they have learned it and what they need to do to pursue their learning further. When they engage in metacognitive reflection, students can monitor their own learning and strengthen their will to learn. Learning logs, conferences and inventories can all be used to help students develop metacognitive awareness. Personal reflection on daily work, as well as on test and examination performance, can expand students' self-knowledge. Students are able to see the progress they make, which in turn improves their self-concept.

Learning Lists

Lists that facilitate student reflection can also be included in learning logs. To remember particularly challenging words or phrases, students can make lists of these items. Creating lists can help students target their learning by recognizing areas in which they need to improve.

Peer Assessment

→ For blackline master ...

Appendix E
Peer-assessment Checklist

Peer assessment allows students to examine one another's work as it relates to specific criteria and to offer encouragement and suggestions for improvement. Peer assessment offers students the opportunity to share with one another their insights about learning Japanese.

To facilitate positive and effective peer assessment, teachers need to ensure that students understand the criteria and focus on a particular aspect of their peers' work. Students should be coached on giving descriptive and constructive feedback so they avoid using broad terms such as "good" or "bad." It may be helpful if teachers have students offer two positive comments and one question about their peers' work.

Peer assessment could be facilitated by having students:

- complete a self-assessment evaluation, using the comments made by their peers
- complete a peer-assessment checklist and discuss the results with the peer, explaining the feedback.

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Teacher-directed Assessment

Teachers use a number of tools to evaluate and assess student performance related to curricular outcomes. By assessing a variety of activities and using different tools, such as rubrics, rating scales and anecdotal notes, teachers obtain a more accurate view of student performance.

Checklists, Rating Scales and Rubrics

→ For blackline masters ...

Appendix E Observation Checklist; Checklist and Comments 1 and 2; Rating Scale 1, 2 and 3; Rubric; Rubric and Checklist

Checklists, rating scales and rubrics are tools that state specific criteria and allow teachers and students to gather information and make judgements about what students know and can do in relation to curricular outcomes. These tools offer systematic ways of collecting data about specific behaviours, knowledge and skills.

The quality of information acquired through the use of checklists, rating scales and rubrics is highly dependent on the quality of the descriptors chosen for the assessment. The benefit of this information is also dependent on students' direct involvement in the assessment and understanding of the feedback provided.

The purpose of checklists, rating scales and rubrics is to:

- provide tools for systematic recording of observations
- provide tools for self-assessment
- provide criteria to students prior to collecting and evaluating data on their work
- record the development of specific skills, strategies, attitudes and behaviours necessary for demonstrating learning
- clarify students' instructional needs by presenting a record of current accomplishments.

Tips for Developing Checklists, Rating Scales and Rubrics

1. Use checklists, rating scales and rubrics in relation to outcomes and standards.
2. Use simple formats that can be understood by students and that will communicate information about student learning to parents.
3. Ensure that the characteristics and descriptors listed are clear, specific and observable.
4. Encourage students to assist with writing appropriate criteria. For example, what are the descriptors that demonstrate levels of performance for a piece of persuasive writing?
5. Ensure that checklists, rating scales and rubrics are dated to track progress over time.
6. Leave space to record anecdotal notes or comments.
7. Use generic templates that become familiar to students and to which various descriptors can be added quickly to reflect the outcome(s) being assessed.
8. Provide guidance to students to use and create their own checklists, rating scales and rubrics for self-assessment purposes and as guidelines for goal setting.

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Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. They may be used to record observations of an individual, a group or a whole class.

Rating Scales allow teachers to indicate the degree or frequency of the behaviours, skills and strategies displayed by the student and can show a range of performance levels. Rating scales state the criteria and provide three or four response selections to describe the quality or frequency of student work.

Teachers can use rating scales to record observations, and students can use them as self-assessment tools. Rating scales also give students information for setting goals and improving performance. Teaching students to use descriptive words such as **always**, **usually**, **sometimes** and **never** helps them pinpoint specific strengths and needs. The more precise and descriptive the words for each scale point, the more reliable the tool. Effective rating scales use descriptors with clearly understood measures, such as frequency. Scales that rely on subjective descriptors of quality, such as **fair**, **good** or **excellent**, are less effective because the single adjective does not contain enough information on what criteria are indicated at each of these points on the scale.

Teachers can increase the assessment value of a checklist or rating scale by adding two or three additional steps that give students an opportunity to identify skills they would like to improve or the skill they feel is most important. For example, teachers can instruct students to:

- put a star beside the skill they think is the most important for encouraging others
- circle the skill they would most like to improve
- underline the skill that is the most challenging for them.

→ **For more information ...**

http://www.aac.ab.ca
http://www.rubistar4teachers.org
http://teach-nology.com

Rubrics use a set of criteria to evaluate a student's performance. They consist of a fixed measurement scale and detailed descriptions of the characteristics for each level of performance. These descriptions focus on the **quality** of the product or performance and not the **quantity**; e.g., not the number of paragraphs, examples to support an idea, spelling errors. Rubrics are commonly used to evaluate student performance with the intention of including the result in a grade for reporting purposes. Rubrics can increase the consistency and reliability of scoring.

Rubrics use a set of specific criteria to evaluate student performance. They may be used to assess individuals or groups and, as with rating scales, may be compared over time.

→ **For blackline master ...**

Appendix E
Rubric

Developing Rubrics and Scoring Criteria

Rubrics are increasingly recognized as a way to both effectively assess student learning and communicate expectations directly, clearly and concisely to students. The inclusion of rubrics provides opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge, understandings and skills. To be most effective, rubrics should allow students to see the progression of mastery in the development of understandings and skills.

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Rubrics should be constructed with input from students whenever possible. A good start is to define what quality work looks like based on the learning outcomes. Exemplars of achievement need to be used to demonstrate to students what an excellent or acceptable performance is. Once the standard is established, it is easy to define what exemplary levels and less-than-satisfactory levels of performance look like. The best rubrics have three to five descriptive levels to allow for discrimination in the evaluation of the product or task. Rubrics may be used for summative purposes by assigning a score to each of the various levels.

Before developing a rubric, teachers should consider the following:

- What are the specific language and culture curriculum outcomes involved in the task?
- Do the students have some experience with this or a similar task?
- What does an excellent performance look like?
- What are the qualities that distinguish an excellent performance from other levels?
- What do other responses along the performance quality continuum look like?

Teachers can begin by developing criteria to describe the acceptable level. Then they can use Bloom's taxonomy to identify differentiating criteria as they move up the scale. The criteria should not go beyond the original performance task, but should reflect higher thinking skills that students could demonstrate within the parameters of the initial task.

When developing the scoring criteria and quality levels of a rubric, teachers should consider using the following guidelines:

- Level 4 is the **standard of excellence** level. Descriptions should indicate that all aspects of work exceed grade level expectations and show exemplary performance or understanding. This is a "Wow!"
- Level 3 is the **approaching standard of excellence** level. Descriptions should indicate some aspects of work that exceed grade level expectations and demonstrate solid performance or understanding. This is a "Yes!"
- Level 2 is the **meets acceptable standard** level. This level should indicate minimal competencies acceptable to meet grade level expectations. Performance and understanding are emerging or developing but there are some errors and mastery is not thorough. This is an "On the right track, but ...".
- Level 1 is the **does not yet meet acceptable standard** level. This level indicates what is not adequate for grade level expectations and indicates that the student has serious errors, omissions or misconceptions. This is a "No, but ...". The teacher needs to make decisions about appropriate intervention to help the student improve.

Creating Rubrics with Students

Learning improves when students are actively involved in the assessment process. Students do better when they know the goal, see models and know how their performance compares to learning outcomes.

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Learning outcomes are clarified when students assist in describing the criteria used to evaluate performance. Teachers can use brainstorming and discussion to help students analyze what each level looks like. Student-friendly language can be used and students can be encouraged to identify descriptors that are meaningful to them.

Teachers can provide work samples to help students practise and analyze specific criteria for developing a critical elements list, which can then be used to develop descriptions for each performance level.

Although rubrics are often used as assessment of learning tools, they can also be used as assessment for learning tools. Students can benefit from using rubrics as they become more competent at judging the quality of their work and examining their own progress. For example:

- Teachers can involve students in the assessment process by having them participate in the creation of a rubric. This process facilitates a deeper understanding of the intended outcomes and the associated assessment criteria.
- After a rubric has been created, students can use it to guide their learning. Criteria described in a rubric serve to focus student reflection on their work and facilitate the setting of learning goals for a particular performance assessment. Students can use a rubric to assess their own work or the work of a peer, and they can use it to guide their planning for the "next steps" in learning.

Informal Observation

Informal observation is an integral part of ongoing instruction. Informal assessments include observations of students as they engage in authentic reading tasks, conferences with students about work in progress or completed assignments, and discussions with students regarding their awareness of the strategies they use to construct meaning from print. Teachers can make mental notes of the extent to which students are able to meet outcomes and can offer feedback, encouragement and praise as needed.

Anecdotal Notes

→ For blackline master ...

Appendix E
Anecdotal Notes

Anecdotal notes are used to record specific observations of individual student behaviours, skills and attitudes as they relate to the outcomes in the program of studies. Such notes provide cumulative information on student learning and direction for further instruction. Anecdotal notes are often written as a result of ongoing observations during lessons but may also be written in response to a product or performance the student has completed. They are brief, objective and focused on specific outcomes. Notes taken during or immediately following an activity are generally the most accurate. Anecdotal notes for a particular student can be periodically shared with that student or shared at the student's request. They can also be shared with students and parents at parent–teacher–student conferences.

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The purpose of anecdotal notes is to:

- provide information regarding a student's development over a period of time
- provide ongoing records about individual instructional needs
- capture observations of significant behaviours that might otherwise be lost
- provide ongoing documentation of learning that may be shared with students, parents and other teachers.

Tips for Establishing and Maintaining Anecdotal Notes

1. Keep a binder with a separate page for each student. Record observations, using a clipboard and sticky notes. Write the date and the student's name on each sticky note. Following the note taking, place individual sticky notes on the page reserved for that student in the binder.
   OR
   Keep a binder with dividers for each student and blank pages to jot down notes. The pages may be divided into three columns: Date, Observation and Action Plan. Keep a class list in the front of the binder and check off each student's name as anecdotal notes are added to his or her section of the binder. This provides a quick reference of the students you have observed and how frequently you have observed them.
2. Keep notes brief and focused (usually no more than a few sentences or phrases).
3. Note the context and any comments or questions for follow-up.
4. Keep comments objective. Make specific comments about student strengths, especially after several observations have been recorded and a pattern has been observed.
5. Record as the observations are being made, or as soon after as possible, so recollections will be accurate.
6. Record comments regularly, if possible.
7. Record at different times and during different activities to develop a balanced profile of student learning.
8. Review the notes frequently to ensure that they are being made on each student regularly, and summarize information related to trends in students' learning.

Observation Checklist

→ **For blackline master ...**

Appendix E
Observation Checklist

Observing students as they solve problems, model skills to others, think aloud during a sequence of activities or interact with peers in different learning situations provides insight into student learning and growth. The teacher finds out under what conditions success is most likely, what individual students do when they encounter difficulty, how interaction with others affects students' learning and concentration, and what students need to learn in the future. Observations may be informal or highly structured; they may be incidental or scheduled over different periods of time in different learning contexts.

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Observation checklists allow teachers to record information quickly about how students perform in relation to specific outcomes from the program of studies. Observation checklists, written in a yes/no format can be used to assist in observing student performance relative to specific criteria. They may be directed toward observations of an individual or group. These tools can also include spaces for brief comments, which provide additional information not captured in the checklist.

Before using an observation checklist, teachers should ensure that students understand what information will be gathered and how it will be used. Checklists should be dated to provide a record of observations over a period of time.

Tips for Using Observation Checklists

1. Determine the specific outcomes to observe and assess.
2. Decide what to look for. Write down criteria or evidence that indicates the student is demonstrating the outcome.
3. Ensure students know and understand what the criteria are.
4. Target your observation by selecting four to five students per class and one or two specific outcomes to observe.
5. Collect observations over a number of classes during a reporting period and look for patterns of performance.
6. Date all observations.
7. Share observations with students, both individually and in a group. Make the observations specific and describe how this demonstrates or promotes thinking and learning. For example: "Eric, you contributed several ideas to your group's Top Ten list. You really helped your group finish the task within the time limit."
8. Use the information gathered from observation to enhance or modify future instruction.

Question and Answer

➔ **For more information ...**

Chapter 1
Bloom's Taxonomy

Questioning can serve as an assessment tool when it is related to outcomes. Teachers use questioning (usually oral) to discover what students know and can do. Strategies for effective question and answer assessment include the following:

- Apply a wait time or "no hands-up rule" to provide students with time to think about a question before they are called upon randomly to respond.
- Ask a variety of questions, including open-ended questions and those that require more than a right or wrong answer.
- Use Bloom's Taxonomy when developing questions to promote higher-order thinking.

Teachers can record the results of questions and answers in anecdotal notes and include them as part of their planning to improve student learning.

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Quizzes

Quizzes generally check for student learning as it relates to a single outcome or to several outcomes. Quizzes can be used to measure student achievement of outcomes pertaining to knowledge and comprehension skills. Care must be taken to ensure that students' grades do not become unbalanced by including an overabundance of results from quizzes.

Different purposes for quizzes:

- Graded quizzes check for learning on a few items that have been introduced and practised in class.
- Nongraded, pre- and post-quizzes check for student learning before and after an activity.
- Quizzes facilitate self-assessment and goal setting when students reflect on their quiz performance.

Tests and Examinations

Tests and examinations are generally summative assessment tools that provide information about what students know and can do after a period of study. Tests and examinations are generally used by teachers to cover several outcomes at one time, and therefore do not appear in the grade level samples assessment section of this resource. Questions on tests and examinations need to be aligned with the outcomes from the program of studies to ensure valid results.

Analysis of Test and Examination Results

Teachers can help students improve their performances on assessment of learning tasks by ensuring that students have an area in their learning logs dedicated to analysis of test and examination results. Students record the concepts they found challenging on a test or an examination. Periodically, teachers can ask students to review the concepts they have described as challenging and ask them to look for patterns. Such observations can form the basis of a student–teacher conference and help the student develop a study plan that aims to improve his or her learning. These observations could also help parents understand how best to help their child develop language learning skills. Teachers may use the information gathered from this part of the learning log to help plan future programming.

Performance Assessment

"A performance assessment is an activity that requires students to construct a response, create a product or demonstrate a skill they have acquired" (Alberta Assessment Consortium 2000, p. 5).

Performance assessments are concerned with how students apply the knowledge, skills, strategies and attitudes they have learned to new and authentic tasks. Performance tasks are short activities that provide an opportunity for students to demonstrate knowledge, skills and strategies. They are highly structured and require students to complete specific elements. They may be content-specific or

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interdisciplinary and relate to the real-life application of knowledge, skills and strategies.

Performance assessments focus on simulated real-life situations. The approach is student-centred; therefore, the learner's context serves as one of the organizing elements in the development process.

To create a performance assessment, teachers should decide which outcomes are to be met and establish specific criteria (how students will demonstrate knowledge and understanding) to indicate whether or not students have met those outcomes. Rubrics or scoring guides that indicate the criteria for different levels of student performance are commonly used to evaluate a student's performance. Results from performance assessments should account for the largest percentage of a student's grade as they are a clear indicator of student understanding of the outcomes.

"When students are given or create tasks that are meaningful, non-contrived and consequential, they are more likely to take them seriously and be engaged by them" (Schlechty 1997).

Performance assessment is:

Contextualized

Students are provided with a meaningful context for real language use. Tasks are organized around one theme, which helps to ground the students in the context. The students know what task they are to complete and with whom they are to interact.

Authentic

Tasks are designed to present students with a real communicative purpose for a real audience.

Task-based

Students must follow a well-defined process to create and/or present a product in a way to elicit specific use of the second language.

Learner-centred

Tasks are realistic for students learning the second language in terms of age, cultural background and level of cognitive and linguistic maturity. Students are expected to create and/or present products based on their actual circumstances, backgrounds and interests.

Performance assessments help students understand their development of communicative competence. Such assessments make it easy for students to see how they progress in their abilities to use the language effectively. Performance assessment instruments need to be flexible enough to be appropriate for every student in a classroom, allowing each student to demonstrate personal meaning.

Performance assessment is Contextualized, Authentic, Task-based, Learner-centred: Adapted with permission from the Center for Advanced Research on Language Acquisition, University of Minnesota, *Developing Speaking and Writing Tasks for Second Language Assessment (The Minnesota Language Proficiency Assessments (MLPA): A MLPA Miniguide for Assessment Development)* (Minneapolis, MN: Center for Advanced Research on Language Acquisition, University of Minnesota, n.d.), p. 3.

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A description of the performance assessment task and the evaluation tool (e.g., rubric, checklist) should be provided to students at the beginning of a unit of instruction to guide and focus student learning.

Teachers can visit the Alberta Assessment Consortium Web site at http://www.aac.ab.ca for further guidance in developing and using performance assessments and for samples of performance assessment tasks and rubrics in Japanese.

Assessment and Evaluation Resources

Alberta Assessment Consortium (AAC)

The Alberta Assessment Consortium (AAC) develops assessment resources that are available to teachers.

Teachers can visit the AAC Web site at http://www.aac.ab.ca to find:

- current information about classroom assessment and evaluation
- professional resources available for download or purchase
- professional development opportunities
- sample performance tasks and rubrics.

School Jurisdiction Curriculum and Assessment Consultants

Several school jurisdictions in Alberta have assessment specialists who can assist classroom teachers with the assessment and evaluation of student learning.

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Chapter 8
Grade Level Samples

Chapter Summary

Introduction
Integrate for Efficiency and Motivation
Two-page, Four-column Format
Grade Level Samples for Grades 4, 5 and 6

- Applications
- Language Competence
- Global Citizenship
- Strategies

Introduction

The grade level samples section provides sample teaching and learning activities with complementary assessment strategies for each specific outcome in the program of studies. The prescribed general and specific outcomes for each grade level, which teachers are responsible for achieving with their students, appear in the same order as in the program of studies and are shaded.

The sample teaching and learning activities and assessment strategies are **suggestions only**. They are provided for the primary purpose of clarifying the intent of each specific outcome. Each sample provides a concrete example of how a specific outcome might be accomplished and assessed in the classroom. Teachers can use the samples to gain clarity as to the intent of each specific outcome and as a springboard for their lesson planning.

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Integrate for Efficiency and Motivation

In the time allotted for each grade level of the program it is impossible to complete an activity and assessment for each specific outcome as shown in the samples provided in this chapter. Teachers usually plan to cover several outcomes in each lesson. As teachers plan their units and lessons, they are encouraged to integrate outcomes from all four program components: Applications, Language Competence, Global Citizenship and Strategies. Such integration, coupled with a strong focus on Applications, motivates students to become active partners in learning and to take personal responsibility for their own learning.

Two-page, Four-column Format

General Outcome and Specific Outcome Cluster Heading

The general outcome is boxed at the top of each page; e.g.,

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

The specific outcome cluster heading follows the general outcome at the top of each page; e.g.,

A–1 to impart and receive information

Column One – Specific Outcomes

Students will be able to:

Under the cluster heading, specific outcomes in column one are prefaced, as in the program of studies, with:

Students will be able to:

A–1.1
share factual information

Running vertically along the left side of the first page is the strand heading for the specific outcome.

a. share basic information; e.g., their name

Running horizontally is the detail of each specific outcome, indicated by the letters a, b, c ...

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Column Two – Sample Teaching and Learning Activities

These activities illustrate the intent of each specific outcome. Japanese words, phrases, sentences and examples provided in the body of the activities are followed by English translations.

Column Three – Sample Assessment Strategies

➔ For more information ...

Chapter 7
and
Appendix E

Assessment strategy suggestions for the teaching and learning activities are provided in this column. All assessment strategies cited are described in detail in Chapter 7: Classroom Assessment.

Column Four – Materials

This is a listing of the various items needed to implement the suggested teaching and learning activities in the classroom. Everyday items that students are expected to have, such as pens, pencils and paper, are not listed here.

Grade 4 Example of the Two-page, Four-column Format

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES *Students will be able to*	SAMPLE TEACHING AND LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES	MATERIALS
A–1.1 share factual information a. share basic information; e.g., their name, their age *(continued)*	➤ **Role-play** Model some basic questions and answers for sharing basic information, such as *Denwa bangou wa?* (Your telephone number is?), *Nan sai desu ka?* (How old are you?) Ask the students to set up scenarios, such as signing up for a library card or swimming lessons, and dramatize their specific scenarios, e.g., Student A: *Onamae wa?* (Your name is?) Student B: ___ *desu.* (I'm _____.) Student A: *Nan sai desu ka?* (How old are you?) Student B: ___ *desu.* (I'm _____.) Student A: *Denwa bangou wa?* (Your telephone number is?) Student B: ___ *desu* (It's _____.)	**Focus for Assessment** Does the student • share basic information?	
		➤ **Informal Observation** Observe students as they role-play asking and answering questions. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed	➤ None required
	➤ **Inside–Outside Circle Interview** Have the students form two circles, one inside the other. With music playing, one circle walks in one direction while the other circle walks in the opposite direction. When the music stops, have the students interview the classmates opposite them using familiar patterns, e.g., Student A: _____ *ga suki desu ka?* (What do you like?) Student B: *Hai/Iie* ____ *ga suki desu.* (Yes, I like _____.) Student B: *Hai/Iie* ____ *ga suki ja nai desu* (No, I do not like _____.)	➤ **Anecdotal Notes** Observe students as they interview one another. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes)	➤ Japanese music

Several activities and their corresponding assessment strategies and materials are listed for each specific outcome.

Outcomes may be continued over four or more pages.

Read from left to right across the two pages.

Examples of many of the assessment/evaluation tools listed here are included in Appendix E.

Column 1 | Column 2 | Column 3 | Column 4

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Grade Level Samples for Grade 4

Applications 152

Language Competence 212

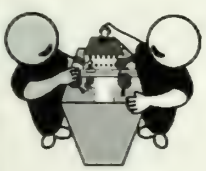
Global Citizenship 274

Strategies 306

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express feelings and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Japanese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret texts
- LC–3 produce texts
- LC–4 interact
- LC–5 apply knowledge of the sociolinguistic/ sociocultural context
- LC–6 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Japanese culture
- GC–2 affirming diversity
- GC–3 personal growth and future opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information; e.g., their name, their age *(continued)*	➢ **Find Your Twin** Prepare two identical sets of cards, each with a Japanese name on it. Shuffle and deal out one card to each student. Have the students walk around the classroom and, using only Japanese, find the students with identical cards. As they go around the classroom, they bow and say: – *Konnichiwa.* ___ *desu. Onamae wa?* (Hello, I'm _____. Your name is?) **Extension** Students practise *jikoshoukai* (self-introduction), using the following structure: Student A: *Onamae wa?* (Your name is?) Student B: ___ *desu.* (I'm _____.) Student A: *Hajimemashite.* (Nice to meet you.) ➢ **Find Your Family** Prepare and distribute to each student a card with a family name, first name and age listed on it. Each student becomes that person, sharing his or her new name and age with others when asked; e.g., Student A: *Onamae wa?* (Your name is?) Student B: ___ *desu.* (I'm _____.) Student A: *Nan sai desu ka?* (How old are you?) Student B: ___ *sai desu.* (I'm _____ years old.) Ask the students to circulate, asking and answering the above questions to find their family groups. To end the activity, have the students stand in family groups and introduce themselves as part of a family.

A–1.1
share factual information

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➤ **Informal Observation**
Observe students as they share information to find their twins. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

➤ **Anecdotal Notes**
Observe students as they find their family members. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➤ Two identical sets of Japanese name cards.

➤ Set of cards with family names, first names and ages.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–1.1 share factual information a. share basic information; e.g., their name, their age *(continued)*	➢ **Role-play** Model some basic questions and answers for sharing basic information, such as *Denwa bangou wa?* (Your telephone number is?), *Nan sai desu ka?* (How old are you?). Ask the students to set up scenarios, such as signing up for a library card or swimming lessons, and dramatize their specific scenarios; e.g., Student A: *Onamae wa?* (Your name is?) Student B: ___ *desu.* (I'm _____.) Student A: *Nan sai desu ka?* (How old are you?) Student B: ___ *desu.* (I'm _____.) Student A: *Denwa bangou wa?* (Your telephone number is?) Student B: ___ *desu.* (It's _____.) ➢ **Inside–Outside Circle Interview** Have the students form two circles, one inside the other. With music playing, one circle walks in one direction while the other circle walks in the opposite direction. When the music stops, have the students interview the classmates opposite them using familiar patterns; e.g., Student A: _____ *ga suki desu ka?* (What do you like?) Student B: *Hai/Iie.* ____ *ga suki desu.* (Yes, I like _____.) Student B: *Hai/Iie.* ____ *ga suki ja nai desu.* (No, I do not like _____.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- share basic information?

➢ **Informal Observation**
Observe students as they role-play asking and answering questions. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they interview one another. Record anecdotal notes of the extent to which students are able to share basic information (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Japanese music.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

A–1.1 share factual information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. share basic information; e.g., their name, their age	➤ **Interviews** Invite the students to interview classmates about their birth dates. In small groups, have the students record the birthday information on calendars to be displayed in the classroom. For example, – *Otanjoubi wa itsu desu ka?* _____ *gatsu desu.* (When is your birthday? It is in _____.) ➤ **Chair Game** Have the students sit on chairs in a circle and select one student to start the game. This student's chair is permanently removed from the circle. To begin, have the students ask the selected student in unison: *Nani ga suki desu ka?* (What do you like?) The student responds with: _____ *ga suki desu.* (I like _____.) If the students agree with the response, they stand and run to a free chair. If they do not agree, they remain seated. The person left standing starts the next round. ➤ **Coat of Arms** Invite the students to create personal coats of arms that include their names, birth dates, birth places and family members. Ask the students to present their coats of arms to small groups.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share basic information?	
➢ **Informal Observation** Observe students as they interview one another. Make mental notes of the extent to which students are able to share basic information. Offer feedback, encouragement and praise as needed.	➢ Calendars, markers.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to playing the chair game. Use the checklist to assess if students are able to share basic information (see sample blackline master in Appendix E: Observation Checklist).	➢ Chairs.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create coats of arms. Use the rubric to evaluate how well students are able to share basic information (see sample blackline master in Appendix E: Rubric).	➢ Blank templates of a coat of arms.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify concrete people, places and things *(continued)*	➤ **Poster Presentation** Invite the students to design posters of people, places and things using magazine pictures or their own drawings. Display the posters around the classroom. Have the students present their posters orally to small groups who move from poster to poster. Encourage the students to ask and answer specific questions, such as: – *Nan desu ka?* (What is this?) *Neko desu.* (This is a cat.) – *Dare desu ka?* (Who is this?) *Okaasan desu.* (This is my mom.) ➤ **Dice Memory Game** Prepare an overhead transparency of a scene related to the lexical field being studied. Number the objects from one to six. Divide the students into pairs and have each student take a turn rolling the die and identifying the object on the transparency with the corresponding number. Each correct answer is worth a point.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify concrete people, places and things?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create and present posters. Use the rubric to evaluate how well students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Rubric).	➢ Poster paper, magazines, catalogues, scissors, glue, markers.
➢ **Anecdotal Notes** Observe students as they play the dice game. Record anecdotal notes of the extent to which students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Overhead transparencies, projector, dice.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. identify concrete people, places and things	➢ **Mystery Objects** Collect a bag of various props and objects; e.g., stapler, eraser, pack of gum. Make sure students cannot see through the bag. Touch one of the objects and have the students guess what you are touching; e.g., students ask ____ *desu ka?* (It is a _____?) ➢ **Matching Cards** Divide the students into teams and give each team an envelope containing cards with words on them. Have the students race to place each card face down beside the matching objects at the front of the room. Use objects such as *gomibako, enpitsu, denwa, fudebako* (garbage can, pencil, phone, pen case). ➢ **Flash Card Memory** Divide the students into groups of three or four. Use 10 cards with pictures of targeted vocabulary (e.g., food, classroom objects). Call out a vocabulary word; e.g., *enpitsu* (pencil). Invite the students to find the word, say *atta* (I've got it), slam their hands on it and take the card. Whoever has the most cards at the end wins.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- identify concrete people, places and things?

➢ **Informal Observation**
Observe students as they guess the mystery objects. Make mental notes of the extent to which students are able to identify concrete people, places and things. Offer feedback, encouragement and praise as needed.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they match the cards to the objects. Students use the checklist to determine if they are able to identify concrete people, places and things (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the flash card game. Use the checklist to assess if students are able to identify concrete people, places and things (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Bag, various objects.

➢ Cards with the names of objects on them, objects, envelopes.

➢ Karuta cards with pictures of targeted vocabulary.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

A–2.1
share ideas, thoughts, feelings, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express simple preferences	➢ **Show and Tell Survey** Ask each student to bring to class an item appropriate to the theme being studied; e.g., a favourite dessert, CD, picture of a pet or article of clothing. Each group makes a brief oral presentation of its items. After the presentations, conduct a survey to determine the class favourites. Have the students circulate around the room with the survey, asking about and noting individual preferences. ➢ **Identifying Own Preferences** Using simple language, provide a choice of two games or sports and ask the students which they like to play. Invite the students who like a game or sport to stand up and say they like it. Those who dislike the game or sport can shake their head "no" and say they dislike it. **Alternative Activity** Give each student two cards, one with *hai* (yes) on it and one with *iie* (no) on it. Ask questions, e.g., *Sakkaa ga suki desu ka?* (Do you like soccer?) Have the students use a card to respond. ➢ **Student Survey** Develop a survey with students that includes simple Japanese questions and a place for names and responses. Have the students interview classmates, writing down their names and preferences. After the students interview one another, tally the total preferences for each question. For example: – *Hokkee ga suki desu ka?* (Do you like hockey?) – *Burokkorii ga suki desu ka?* (Do you like broccoli?) – *Pinku ga suki desu ka?* (Do you like pink?) – *Origami ga suki desu ka?* (Do you like origami?)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express simple preferences?	
➢ **Anecdotal Notes** Observe students as they participate in the show and tell survey. Record anecdotal notes of the extent to which students are able to express simple preferences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pictures or objects of preference.
➢ **Informal Observation** Observe students as they identify their preferences. Make mental notes of the extent to which students are able to express simple preferences. Offer feedback, encouragement and praise as needed.	➢ Two cards for each student, one saying *hai* (yes) and one saying *iie* (no).
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they survey one another. Students use the rating scale to assess how well they are able to express simple preferences (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express a personal response *(continued)*	➤ **Yes or No** Give each student an ice cream stick or tongue depressor. On one side have the students write *Hai* (yes) and on the other, *Iie* (no). Play a song and have the students hold up the sticks to indicate whether they like the song. ____ *ga suki desu ka?* Do you like _____? **Extension** Demonstrate "*batsu*" + "*maru*" and form the shapes with the hands and body. × ○ Have the students use *batsu* to indicate rejection and *maru* to indicate the something is okay. ➤ **Likes and Dislikes Collage** Have the students use magazines to prepare collages of items and/or activities they like or dislike. Ask the students to label their pictures in Japanese and present their collages to the class. ➤ **Colour Activity** Write the names of various colours on the blackboard. Ask the students if they like each colour; e.g., – *Aka ga suki desu ka?* (Do you like red?) – *Hai, suki desu.* (Yes, I like red.)

A–2.1 share ideas, thoughts, feelings, opinions, preferences

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express a personal response?

➢ **Anecdotal Notes**
Observe students as they indicate their responses to the songs. Record anecdotal notes of the extent to which students are able to express a personal response (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Ice cream sticks or tongue depressors, markers, Japanese songs.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create collages. Use the rating scale to assess how well students are able to express a personal response (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Magazines, scissors, glue, poster paper, markers.

➢ **Informal Observation**
Observe students as they answer questions about colours. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.

➢ None required.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, feelings, opinions, preferences b. express a personal response	➤ **Picture Responses** Show a digital slide show presentation of a variety of human interest pictures. Ask the students to respond to the pictures using appropriate phrases; e.g., – *ohayou gozaimasu* (good morning) – *konnichiwa* (hello) – *konbanwa* (good evening) – *sayounara* (goodbye) – *arigatou* (thank you) – *tanjoubi omedetou* (happy birthday). ➤ **Folk Tales Critics** Read a Japanese story and have the students indicate whether they enjoyed it, using phrases such as: – *Maa maa desu.* (It's so-so.) – *Suki desu.* (I like it.) – *Daisuki desu.* (I love it.) – *Omoshiroi desu.* (It is interesting/fun.) – *Tanoshii desu.* (It is enjoyable/fun.) – *Kanashii desu.* (It is sad.) Use culturally appropriate materials such as *Tanuki* and *Kitsune* stories, *Urashimataroo*, *Momotaro*, *Issun Booshi* (*Batsu/Maru* response), a Japanese folk tale (in English).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response?	
➢ **Informal Observation** Observe students as they respond to the slide show. Make mental notes of the extent to which students are able to express a personal response. Offer feedback, encouragement and praise as needed.	➢ Digital slide show presentation.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to express a personal response.	➢ Japanese stories, such as *Tanuki, Kitsune, Urashima Taroo, Momotaro, Issun Booshi.*

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

A–2.1
share ideas, thoughts, feelings, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. respond to and express basic feelings	➤ **Emotional Charades** Provide the students with flash cards or pictures of peoples' faces expressing various emotions or feelings clearly labelled in Japanese. Organize the students into small groups. Ask a student to pick a card and act out the emotion in the form of a charade. The members of his or her team must guess the emotion being portrayed, naming it clearly in Japanese. The first student to guess correctly then goes to the front and draws a new emotion card to act out. The game continues until all students have had a chance to participate. ➤ **Puppet Practice** Divide the students into groups of three and have them develop a short scenario involving three members of a puppet family with each expressing a different emotion (happy, sad or angry). Have the students introduce each puppet and its emotion to the class.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- respond to and express basic feelings?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play charades. Use the checklist to assess if students are able to respond to and express basic feelings (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to respond to and express basic feelings.

MATERIALS

➢ Flash cards or pictures with faces showing emotions or feelings labelled in Japanese.

➢ Puppet families with a mom, dad, boy and girl.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. indicate basic needs and wants	➤ **Classroom Survival Posters** At the beginning of the school year, have the students work in groups to create posters displaying basic questions used to function efficiently in the Japanese language and culture classroom. Display these posters in the classroom and encourage students to use these expressions during class time. Invite the students to present their posters to the class by performing a role-play; e.g., – *Toire ni itte mo ii desu ka?* (May I go to the bathroom?) – *Mizu o nonde mo ii desu ka?* (May I get a drink of water?) – *Suwatte mo ii desu ka?* (May I sit down?) ➤ **Requesting Items** Arrange the students into small groups and have them create role-plays that involve requesting items they want and need. In each group, one student plays the role of the teacher and the rest are students seeking items to meet basic needs and wants; e.g., Noun – o *kudasai.* (Please give me _____.) Verb – *te kudasai.* (Classroom commands) – *Mite kudasai.* (Look, please.) – *Yonde kudasai.* (Read it, please.) – *Kiite kudasai.* (Listen, please.)

A–3.1
guide actions of others

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- indicate basic needs and wants?

➢ **Anecdotal Notes**
Observe students as they create classroom posters. Record anecdotal notes of the extent to which students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create role-plays. Use the rating scale to assess how well students are able to indicate basic needs and wants (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Poster paper, markers, magazines.

➢ Various props.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. give and respond to simple oral instructions or commands	➤ **Simon Says** Involve the students in a game of Simon Says using simple commands. Review classroom commands, such as open the door, turn on the light, open the window, pass the paper, line up. Call out the commands and have the students follow them. After a few tries, encourage a student volunteer to call out the commands. Use vocabulary such as: *mite* (take a look) *kiite* (listen, hear) *kite* (come) *tatte* (stand up) *akete* (open) *suwatte* (sit down) *shimete* (close) *kaite* (write it) *itte* (please say) *yonde* (read it) *te o agete* (raise your hand) **Extension** Review classroom commands, such as please open the door, please turn off the light, please raise your hand. Call out the commands and have the students act accordingly. After a few tries, allow different student volunteers to give the commands. – *Doa o akete kudasai.* (Open the door, please.) – *Denki o tsukete kudasai.* (Turn off the light, please.) – *Te o agete kudasai.* (Raise your hand, please.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- give and respond to simple oral instructions or commands?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to give and respond to simple oral instructions or commands.

MATERIALS

➢ None required.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.2 state personal actions a. respond to offers and instructions	➢ **Requests** Encourage the students to use Japanese when borrowing items in class; e.g., Student A: _____ *o kashite kudasai?* (Can I borrow _____ please?) Student B: *Hai douzo.* (Here it is.) ➢ **Following Instructions** Post various pictures representing different places around the classroom; e.g., Canada, Japan. Instruct the students to go to the appropriate locations. For example: – *Kanada ni itte kudasai.* (Please go to Canada.) ➢ **Inviting E-mail** Have the students e-mail party invitations to other students. Ask the students to then respond to the invitations via e-mail; e.g., Student A: *Tanjoubi no paatii o shimasu.* (I am having a party.) *Kite kudasai.* (Please come.) Student B: *Arigatou, hai, ikimasu.* (Thanks, I will come.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- respond to offers and instructions?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before group work. Students use the rating scale to assess how well they are able to respond to offers and instructions (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before instructing them to move around the classroom. Students use the checklist to determine if they are able to respond to offers and instructions (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they e-mail invitations. Use the checklist to assess if students are able to respond to offers and instructions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ None required.

➢ Pictures representing places.

➢ Computer, e-mail.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. manage turn taking	➢ **Fun and Games** Ask the students to play games related to the lexical fields being studied and use Japanese to manage turn taking; e.g., Who's turn is it? It's your turn. It is Sue's turn. Who is next? Use vocabulary like *hajime* (to begin), *owari* (to finish), *Dare no ban?* (Who's turn?), _____ *no ban* (it's _____ turn), *tsugi* (next). ➢ ***Jan Ken Pon*** Have the students use *janken* (rock, paper, scissors) in Japanese to manage turn taking during group activities. Encourage the students to use Japanese vocabulary (e.g., *"aiko desho"* for ties and turn-taking vocabulary). For example: Student A/B: *Jan ken pon.* (Rock, paper, scissors.) Student A: *Yattaa!* (I did it!) Student B: *Eee!* (Ahh!) Student A: *Tsugi wa dare?* (Who's next?) Student C: *Boku no ban.* (My turn.) Student A/C: *Jan ken pon.* (Rock, paper, scissors.) **Extension** Discuss with students how nonverbal cues could be used to manage turn-taking with a hearing impaired person.

A–3.3
manage group actions

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • manage turn taking?	
➢ **Anecdotal Notes** Observe students as they play games. Record anecdotal notes of the extent to which students are able to manage turn taking (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Dice, a variety of games, playing cards.
➢ **Informal Observation** Observe students as they participate in group activities. Make mental notes of the extent to which students are able to manage turn taking. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. encourage other group members to act appropriately	➢ **Classroom Rules** Have the students create a list of rules for appropriate behaviour in the classroom. Post the list in the classroom and encourage the students to refer to the list when working in groups. ➢ **Role-play** Organize the students into groups of three or four. Have them role-play appropriate behaviours for specific situations; e.g., behaviour at school, church, work, shopping, movies. ➢ **Class Poster** Divide the students into pairs and have them create posters of phrases that encourage appropriate behaviour in the classroom. For example: – *Ganbatte!* (Keep going!) – *Sugoi!* (Good job!) – *Shizuka ni shite kudasai.* (Be quiet, please.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • encourage other group members to act appropriately?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to encourage other group members to act appropriately.	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe students as they role-play. Record anecdotal notes of the extent to which students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create class posters. Use the checklist to assess if students are able to encourage other group members to act appropriately (see sample blackline master in Appendix E: Observation Checklist).	➢ Poster paper, markers.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. exchange greetings and farewells	➢ **Greetings and Farewells** Prior to this activity, list typical Japanese greetings and farewells on the board. Prepare sets of cards, each with a typical Japanese name on it. Shuffle the cards and deal one to each student. Students walk around the classroom and, using only Japanese, greet others and find the students with identical cards. Typical greetings and farewells include *ohayou* (morning), *konnichiwa* (hello), *konbanwa* (good evening), *oyasuminasai* (good night), *ja mata ne* (see you again). **Extension** Encourage the students to use Japanese greetings outside the classroom; e.g., when passing you in the hall. Encourage others in the school use the greetings as well; e.g., during morning announcements. **Extension** Arrange the students into pairs and have them role-play exchanging greetings and bowing. Discuss appropriate bowing and that people with special needs can bow with a head nod. ➢ ***Moshi Moshi*** Introduce the phrase *moshi moshi* (hello, as used on the telephone) by practising telephone conversations. Ask the students to say the numbers in Japanese while dialling and answer the telephone saying, "*moshi moshi.*" Student A: *Moshi moshi, B san desu ka?* (Hello, is this B?) Student B: *Moshi moshi, Hai, B desu.* (Hello, yes, I'm B.) Student A: *Konnichiwa.* (Hello.) ➢ **Dice Game** Divide the students into teams and roll a die. If it lands on an even number, the students say a farewell. If it lands on an odd number, they say a greeting. When team members say the farewell or greeting correctly, they earn the number of points rolled.

A–4.1
manage personal relationships

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: – exchange greetings and farewells?	
➢ **Informal Observation** Observe students as they greet others while looking for matching cards. Make mental notes of the extent to which students are able to exchange greetings and farewells. Offer feedback, encouragement and praise as needed.	➢ Whiteboard, markers, Japanese name cards.
➢ **Informal Observation** Observe students as they practise telephone conversations. Make mental notes of the extent to which students are able to exchange greetings and farewells. Offer feedback, encouragement and praise as needed.	➢ Toy telephones, old cell phones.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play the dice game. Use the checklist to assess if students are able to exchange greetings and farewells (see sample blackline master in Appendix E: Observation Checklist).	➢ Dice.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1
manage personal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. address a new acquaintance and introduce themselves	➢ **Introductions** Prior to this activity, teach the students how to greet a new acquaintance and introduce themselves in Japanese. If possible, arrange to pair up with other Japanese students in the school. When the students meet, have them greet each other and introduce themselves. Once everyone has done so, ask the students to introduce their partners to the rest of the class. For example: Student A (pointing to B): *B san desu.* (This is Mr. B.) Student A (pointing to C): *C san desu.* (This is Mr. C.) Student B: *Hajimemashite, B desu.* (How do you do? I am B.) *Douzo yoroshiku* (bow). (Pleased to meet you.) Student C: *Hajimemashite, C desu.* (How do you do? I am C.) *Douzo yoroshiku* (bow). (Pleased to meet you.) ➢ **Skits and Dialogues** Invite the students to prepare simple skits or dialogues using the greetings, basic information and farewell expressions. Provide students with sample dialogues that can be modified. Consider video recording these skits for students to review.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • address a new acquaintance and introduce themselves?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before meeting other Japanese language and culture students. Use the checklist to assess if students are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Observation Checklist).	➢ Japanese students from another class.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist. Students use the checklist to determine if their peers are able to address a new acquaintance and introduce themselves (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Props, sample dialogues, video recorder (optional), video viewing station (optional).

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships c. exchange some basic personal information	➢ **Exchanging Personal Information** Have the students work in pairs to brainstorm the kinds of information people might share when meeting for the first time. Review a few sentence patterns with students. Ask the students to practise exchanging basic personal information with each other, then introduce their partners to the class. ➢ **All About Me** Invite the students to create an "All About Me" poster that highlights basic personal information. Have the students share their posters with the class and answer questions from their classmates.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • exchange some basic personal information?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they exchange personal information with partners. Students use the checklist to determine if they are able to exchange some basic personal information (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before creating posters. Use the rubric to evaluate how well students are able to exchange some basic personal information (see sample blackline master in Appendix E: Rubric).	➢ Poster paper, markers, magazines, students' personal photographs.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–4.1 manage personal relationships	d. make an apology	➤ **Dramatic Presentations** Teach words and phrases used in apologies, such as: – *Gomennasai.* (I'm sorry.) – *Sumimasen.* (Excuse me/I'm sorry.) – *Osokunatte sumimasen.* (I'm sorry for being late.) Ask the students to create puppet shows or role-plays that use the vocabulary associated with apologies. Consider video recording the shows for students to view later. After the activity, encourage the students to use the vocabulary in class when appropriate.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- make an apology?

➢ **Informal Observation**
Observe students as they present their puppet shows or role-plays. Make mental notes of the extent to which students are able to make an apology. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Puppets, video recorder (optional).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1
manage personal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
e. gain another's attention	➢ **Passing Game** Encourage the students to use the terms *sensei* (teacher) or *sumimasen, sensei* (excuse me, teacher) when wanting help. Review other phrases and actions used for attracting attention; e.g., excuse me, pardon me, waving hands (palms down and moving toward one's chest). Divide the students into two teams and have each team form a straight line. Give each team an item to pass, such as a foam ball. Each student turns to a neighbour using one of the attention phrases to get his or her attention. The other student responds only if the student uses an appropriate phrase and pronounces it correctly. Once this is done, the student passes the ball to the next student. The first team to pass the ball all the way down the line wins. ➢ **Attention Scenarios** Ask the students to brainstorm various scenarios in which they may need to get someone's attention; e.g., getting your teacher's attention at the school, needing help at a store or restaurant. Discuss the most appropriate way to attract attention in Japanese for each scenario. **Extension** Arrange the students into pairs or small groups and have them create posters describing methods for gaining attention.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gain another's attention?	
➢ **Informal Observation** Observe students as they play the passing game. Make mental notes of the extent to which students are able to gain another's attention. Offer feedback, encouragement and praise as needed.	➢ Ball or other item to pass.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they participate in the brainstorming and discussion. Use the rating scale to assess how well students are able to gain another's attention (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster paper, markers.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships f. express gratitude	➢ **Bag of Goodies** Pass around a bag of goodies and have the students take turns offering the goodies, saying, *hai, douzo* (here you are) and accepting the treats, saying, *doumo arigatou* (thank you very much). ➢ **Thank-you Cards** Ask the students to brainstorm a list of people they say thanks to during the day; e.g., mom, dad, sister, brother, friends, teachers, aunt, uncle, bus driver. Invite the students to create thank-you cards with pictures depicting the people and their actions. Have the students include phrases expressing their gratitude under each picture; e.g., *Okaasan, arigatou.* (Thanks, Mom.), *Smith san arigatou gozaimasu.* (Thank you very much, Mrs. Smith.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express gratitude?	
➢ **Informal Observation** Observe students as they offer and accept goodies. Make mental notes of the extent to which students are able to express gratitude. Offer feedback, encouragement and praise as needed.	➢ Bag of goodies.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create thank-you cards. Use the checklist to assess if students are able to express gratitude (see sample blackline master in Appendix E: Observation Checklist).	➢ Paper, markers, art supplies.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.1 discover and explore a. explore the immediate environment in a variety of ways	➢ **Classroom Objects** Provide the students with mini sticky notes, each containing the name of a classroom object in Japanese. Introduce the English meanings for each word. Ask the students to place the sticky notes on the corresponding classroom objects. ➢ **Classroom Locations** Create and hand out a blank school map. Ask the students to write or draw in the locations indicated; e.g., – Smith sensei no kyoushitsu wa doko desu ka? (Where is Mr. Smith's classroom?)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the immediate environment in a variety of ways?

➢ **Anecdotal Notes**
Observe students as they label classroom objects. Record anecdotal notes of the extent to which students are able to explore the immediate environment in a variety of ways (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they complete a school map. Use the rating scale to assess how well students are able to explore the immediate environment in a variety of ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Sticky note labels for classroom objects.

➢ Blank school map.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information a. gather simple information *(continued)*	➢ **Hidden Object** Ask one student to leave the classroom while a classroom object is hidden. Invite the student to return and ask questions to determine the identity of the missing object. The questions must elicit a yes or no answer. For example: Q: *Jyougi desu ka?* (Is it a ruler?) A: *Hai* or *Iie* (Yes or No) ➢ **Please Sign Activity** Prepare a list of simple questions. Have the students ask each other one question at a time. If the student being interviewed agrees, he or she initials a box beside the corresponding question. Student A: *Aka ga suki desu ka?* (Do you like red?) Student B: *Hai.* (Yes.) Student A: *Sain o shite kudasai.* (Sign please.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather simple information?	
➢ **Informal Observation** Observe students as they ask questions to identify the missing object. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.	➢ Various classroom objects.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they interview one another. Use the checklist to assess if students are able to gather simple information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ List of simple questions.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. gather simple information	➢ **Battleship** Create charts that have people's names across the top and food items down the side (or use other vocabulary words). Divide the students into partners and have them mark or place a marker over one of the squares on the paper. Students then ask questions to find out where the marker is located. Student A: *Otousan wa piza ga suki desu ka?* (Does your father like pizza?) Student B (if the marker is there): *Hai, suki desu.* (Yes, he does.) Student B (if the marker is not there): *Iie.* (No.) Once the marker is located, the student's "boat" is sunk and the student says, *Atari* (hit or win).

A–5.2 gather and organize information

	Otousan (father)	*Okaasan* (mother)	*Oniisan* (older brother)	*Sensei* (teacher)
Piza (pizza) →				
Hanbaagaa (hamburger) →				
Sushi (sushi) →				
Ramen (noodle soup) →				

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather simple information?	
➢ **Informal Observation** Observe students as they play the battleship game. Make mental notes of the extent to which students are able to gather simple information. Offer feedback, encouragement and praise as needed.	➢ Graph paper, markers.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.2 gather and organize information b. organize items in different ways	➢ **Categories** Give the students a list of familiar vocabulary words in Japanese. Ask them (individually or in groups) to arrange the words in different ways; e.g., by colour, size, weight, function, Japanese or Western. Call out a category and have the students share in Japanese their list of words. ➢ **Mystery Boxes** Prepare mystery boxes that are collections of miscellaneous objects reflecting learned vocabulary, such as school objects. Identify several possible categories; e.g., colours, sizes, functions. Invite each student to take out an object, describe it and place it into a pile based on the category. Assign new categories and have the students return the items to the mystery boxes and begin again.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • organize items in different ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they categorize vocabulary words. Use the checklist to assess if students are able to organize items in different ways (see sample blackline master in Appendix E: Observation Checklist).	➢ List of various Japanese vocabulary words.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before organizing items from a mystery box. Students use the checklist to determine if they are able to organize items in different ways (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Various objects; e.g., toy foods, toy animals, classroom objects, boxes.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in problem-solving situations **A–5.3** solve problems	➢ **Language Learning Problems** Act out a few scenarios based on problematic language learning situations, such as: – speaking too fast – speaking too softly – speaking unclearly. Review with the students a few Japanese expressions that might resolve these problems. Have the students role-play a situation and a solution using an appropriate Japanese expression. Sample Japanese expressions might include: – *Wakarimasen. Chotto matte kudasai.* (I don't understand. Wait one moment, please.) – *Eigo de itte kudasai. Kaite kudasai.* (Please say it in English. Please write it.) – *Wakarimasen. Mou ichido itte kudasai.* (I don't understand. Say it one more time, please.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in problem-solving situations?

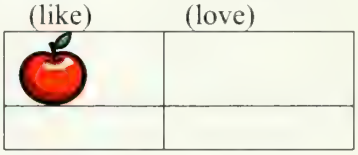
➢ **Informal Observation**
Observe students as they role-play language learning problem scenarios. Make mental notes of the extent to which students are able to participate in problem-solving situations. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ None required.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen attentively to the opinions expressed **A–5.4** explore opinions and values	➤ **Preference Survey** Prepare a worksheet with vocabulary terms listed across the top and students' names printed vertically down the left side. Ask individual students to indicate their preferences. As each student says what he or she likes or dislikes, have his or her classmates mark their preferences in the appropriate boxes. ➤ **Picture Preferences** Prepare a worksheet divided into four quadrants. As you read a short passage, have the students draw pictures in the appropriate quadrants indicating the preferences expressed in the passage. *suki* (like) / *dai suki* (love)  *kirai* (dislike) / *dai kirai* (hate) For example: If the passage indicates, "*Ringo ga suki desu* (I like apples)," students draw an apple in the *suki* (like) box.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen attentively to the opinions expressed?	
➢ **Anecdotal Notes** Observe students as they listen to the preferences of their classmates. Record anecdotal notes of the extent to which students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Survey worksheets.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they complete the worksheets. Use the checklist to assess if students are able to listen attentively to the opinions expressed (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Short Japanese passages in which people express opinions, worksheets.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.4 explore opinions and values	b. respond sensitively to the ideas and works of others	➤ **Good Manners** Remind the students that it is not polite to laugh at or ridicule the presentations or ideas of classmates. Discuss how it feels to have people laugh at you or make fun of your ideas. Brainstorm with students appropriate responses to presentations and ideas. Record these ideas on chart paper for reference throughout the year; e.g., – *Yoku dekimashita.* (Good job!) – *Ganbatte.* (Keep it up.) ➤ **Feedback** When students present projects, have their classmates give positive verbal or written feedback in Japanese; e.g., – *Yokatta desu.* (It was good.) – *Ii desu ne.* (It's good, isn't it?)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond sensitively to the ideas and works of others?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to respond sensitively to the ideas and works of others.	➢ None required.
➢ **Anecdotal Notes** Observe students as they give positive feedback to their classmates. Record anecdotal notes of the extent to which students are able to respond sensitively to the ideas and works of others (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun A–6.1 humour/fun	➢ **Rhymes/Rhythms** Teach the students simple Japanese nursery rhymes and skipping songs. Ask the students to create games with these rhymes and songs and play them in groups. Encourage individuals or groups to perform the rhymes and songs for the class. Consider video recording them. For example (skipping song): *Yuubin-ya san* (Mr./Mrs. Mailperson) *Ohairinasai* (Please come in.) *Hirotte kudasai* (Please pick up.) *Ichi mai* (one card) *Ni mai* (two cards) *San mai* (three cards) *Yon mai* (four cards) *Go mai* (five cards) *Roku mai* (six cards) *Nana mai* (seven cards) *Hachi mai* (eight cards) *Kyuu mai* (nine cards) *Juu mai* (ten cards) *Arigatou* (thank you) Short song with actions: *Kobuta tanuki kitsune neko* (piglet, racoon, fox, cat) *Bu bu bu pon poko pon kon kon nyao* (pig sound, the sound of hitting one's belly, fox sound, cat's meow). ➢ **Tongue Twisters** Teach the students tongue twisters in Japanese. Encourage the students to practise them in pairs or groups; e.g., – *Sumomo mo momo mo momo no uchi.* – *Nama mugi nama gome nama tamago.*

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for fun?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to use the language for fun.	➢ Japanese nursery rhymes, Japanese songs, video recorder (optional), viewing station (optional).
➢ **Informal Observation** Observe students as they practise tongue twisters. Make mental notes of the extent to which students are able to use the language for fun. Offer feedback, encouragement and praise as needed.	➢ Japanese tongue twisters, *Hayakuchi kotoba.*

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **Songs, Poems and Nursery Rhymes** Invite the students to chant or sing Japanese songs, poems and nursery rhymes. Once they have mastered the tune and rhythm, have them create their own versions using words related to the lexical field being studied; e.g., classroom objects, colours, animals. ➢ **Japanese Word Puzzle** Prepare a grid of 10 by 10 cells. Choose a random word for the middle. Ask the students to try to link other words horizontally or vertically to this word.

A–6.2
creative/aesthetic purposes

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						n			
						i	n	u	

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language creatively?

➢ **Informal Observation**
Observe students as they chant or sing. Make mental notes of the extent to which students are able to use the language creatively. Offer feedback, encouragement and praise as needed.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they complete the Japanese word puzzle. Students use the checklist to determine if they are able to use the language creatively (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Japanese songs, poems, nursery rhymes.

➢ Grids of 10 × 10 cells.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Fun with Your Family** Encourage the students to involve their families by teaching them basic phrases and sayings in Japanese; e.g., *ohayou gozaimasu* (good morning). Invite the students and their family members to participate in a role-play and record the performance (audio or video). Ask the students to play their recordings for the class. ➢ **Field Trip** Arrange a field trip to an event or place where Japanese is spoken. Encourage the students to use learned phrases and expressions to communicate with others in Japanese. ➢ **Anime** Watch clips from popular Japanese animation movies or programs in Japanese. Discuss them as a class and have the students create a brief anime cartoon of their own. Note: Some Web sites provide software for creating simple cartoons. ➢ **Enjoying Music** Invite the students to listen to various songs in Japanese (traditional and contemporary). Discuss what they like or dislike. ➢ **Playing Games** Have the students play games, such as Bingo or board games, related to the lexical fields studied in Japanese.

A–6.3
personal enjoyment

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Anecdotal Notes**
Observe students as they role-play with their families. Record anecdotal notes of the extent to which students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before the field trip. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➢ **Informal Observation**
Observe students as they create brief cartoons in Japanese. Make mental notes of the extent to which students are able to use the language for personal enjoyment. Offer feedback, encouragement and praise as needed.

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use the language for personal enjoyment.

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they play games. Students use the checklist to determine if they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Viewing station.

➢ Field trip to an event or place where Japanese is spoken.

➢ Japanese anime movies, viewing station.

➢ Various songs in Japanese.

➢ A variety of board games.

Language Competence

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system a. recognize and pronounce basic kana-based (moraic) sounds	➤ **Sound Distinguishing** Call out difficult-to-distinguish kana-based sounds like *tsu/su*. Instruct the students to do a thumbs up if they hear *tsu* and a thumbs down if they hear *su*. Have the students listen to a short story using thumbs up or thumbs down to indicate when they hear the sounds. **Extension** Distinguish other difficult sounds within the 46 basic hiragana, such as *fu/hu, ra, ri, ru, re, ro, chi/shi*. ➤ **Repeat After Me** Choose a simple text or vocabulary words containing kana-based sounds and say them aloud to the class. Say each sound several times and have the students repeat the words and sentences. Consider audio recording the class and replaying the recording for students. ➤ **Pronunciation Password** Before the students leave class for the day, have them pronounce a specific word before being allowed to leave class; e.g., *tsuru/suru* (crane, do).

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and pronounce basic kana-based (moraic) sounds?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before listening to the story. Students use the checklist to determine if they are able to recognize and pronounce basic kana-based (moraic) sounds (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Examples of kana-based sounds.
➢ **Anecdotal Notes** Observe students as they repeat the kana-based sounds. Record anecdotal notes of the extent to which students are able to recognize and pronounce basic kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Simple text or vocabulary words containing kana-based sounds, audio recorder (optional).
➢ **Informal Observation** Observe students as they pronounce the password. Make mental notes of the extent to which students are able to recognize and pronounce basic kana-based (moraic) sounds. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. pronounce some common words and phrases properly	➢ **Vocabulary Pronunciation** Show a picture, object or action and have the students say the associated word or phrase using proper pronunciation.
LC–1.1 sound system	➢ **Show and Tell** Ask the students to prepare a simple show and tell of common objects; e.g., apple, classmate, a classroom object. When they present the object, ensure they pronounce the name properly. For example: – *Kore wa enpitsu desu.* (This is a pencil.) – *Kore wa keshigomu desu.* (This is an eraser.)
	➢ **Pronunciation Game** Divide the class into two groups and give each group a set of words and expression cards. Have the students in each group take turns reading a word or expression card. When a word is read correctly, the group gains one point. Assist in checking the students' pronunciation.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce some common words and phrases properly?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they say the vocabulary words. Use the rating scale to assess how well students are able to pronounce some common words and phrases properly (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Informal Observation**
Observe students as they present a simple show and tell. Make mental notes of the extent to which students are able to pronounce some common words and phrases properly. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they read the word and expression cards. Record anecdotal notes of the extent to which students are able to pronounce some common words and phrases properly (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Flash cards of vocabulary items; e.g., classroom objects.

➢ Common objects; e.g., apple, pencil.

➢ Word and expression cards (one set per group).

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system c. use intonation to express meaning	➤ **Question Intonation** Monitor, reinforce and model the intonation used for questions; e.g., – *Kore wa nan desu ka?* (What is this?) – *Onamae wa?* (What is your name?) **Extension** Have the students listen to an audio recording of 10 sentences and identify those that are in question form. ➤ **Intonation Samples (advanced activity)** Watch videos and listen to audio recordings of Japanese speakers using intonation to express meaning. Ask the students to identify various patterns of intonation and practise them together in small groups.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use intonation to express meaning?

➢ **Informal Observation**
Observe students as they focus on the correct intonation used for questions. Make mental notes of the extent to which students are able to use intonation to express meaning. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they identify and practise intonation patterns. Record anecdotal notes of the extent to which students are able to use intonation to express meaning (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Video and audio recordings of Japanese speakers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system d. distinguish particular Japanese sounds	➤ **Mnemonic Devices** Demonstrate mnemonic devices and have the students create their own mnemonic devices to recall the name for each row (*gyou*) of hiragana sounds. For example, to recall the first row of the Japanese hiragana chart, a-i-u-e-o, students make mnemonic sentences like "*apples in udon egg oranges*." ➤ **Roll Call** Assign a sound to each student and read a roll call of the sounds. When a student's sound is called, he or she stands up and says, *Hai* (Yes, I'm here.).

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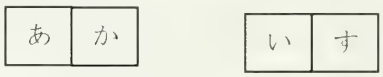
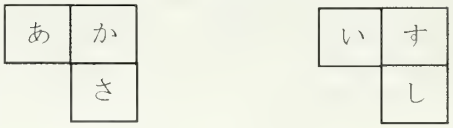
General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • distinguish particular Japanese sounds?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they create mnemonic devices. Students use the rating scale to assess how well they are able to distinguish particular Japanese sounds (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Sample mnemonic devices.
➢ **Informal Observation** Observe students as they respond to the sound roll call. Make mental notes of the extent to which students are able to distinguish particular Japanese sounds. Offer feedback, encouragement and praise as needed.	➢ None required.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and read basic hiragana	➤ **Hiragana (or Katakana) Dominos** Create a set of dominos on cards, each side with a different symbol; e.g.,  Divide the students into groups and deal each student three to five dominos. Have the students take turns playing a card, matching *gyou* to *gyou* or *dan* to *dan* (rows and columns); e.g.,  Ask the students to continue playing until all cards have been played. ➤ **Hiragana Flash Cards** Create a set of hiragana flash cards and play a variety of games that require the students to recognize basic hiragana.

LC–1.2
writing systems

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and read basic hiragana?	
➢ **Anecdotal Notes** Observe students as they play hiragana dominos. Record anecdotal notes of the extent to which students are able to recognize and read basic hiragana (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Domino cards with different symbols.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before playing the game. Use the rating scale to assess how well students are able to recognize and read basic hiragana (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Hiragana flash cards.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 writing systems b. copy familiar hiragana words	➢ **Karate Stance** Model the stroke order using a karate stance, demonstrating the stroke order with hand gestures. Ask the students to follow along. Divide the students into pairs and have them practise the moves for demonstrating stroke order. ➢ **Back Writing** Divide the students into teams and have them line up facing the board. The second student in each line writes a hiragana character on first student's back. The first student then writes the hiragana or hiragana word on the board. Once the student does so correctly, he or she moves to the end of the line. The first team to have all members correctly guess a character wins.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • copy familiar hiragana words?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before practising stroke order. Students use the checklist to determine if their peers are able to copy familiar hiragana words (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Informal Observation** Observe students as they play the back writing game. Make mental notes of the extent to which students are able to copy familiar hiragana words. Offer feedback, encouragement and praise as needed.	➢ Board, markers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. recognize a few familiar, isolated words in katakana	➢ **Katakana Name Tags** Write the students' names in katakana on name tags. Ask the students to practise writing their own names. Change the seating plan or assign groups by putting katakana names on the board. Have the students find their groups or seats by locating their katakana names. ➢ **Katakana Wall Tag** Label the four walls of the classroom with four different katakana words. Call out a word and have the students go to the wall labelled with the word. After a while, change the words and have student volunteers call out the words.

LC–1.2
writing systems

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize a few familiar, isolated words in katakana?

➤ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before creating and using name tags. Students use the checklist to determine if they are able to recognize a few familiar, isolated words in katakana (see sample blackline master in Appendix E: Self-assessment Checklist).

➤ **Anecdotal Notes**
Observe students as they play katakana wall tag. Record anecdotal notes of the extent to which students are able to recognize a few familiar, isolated words in katakana (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

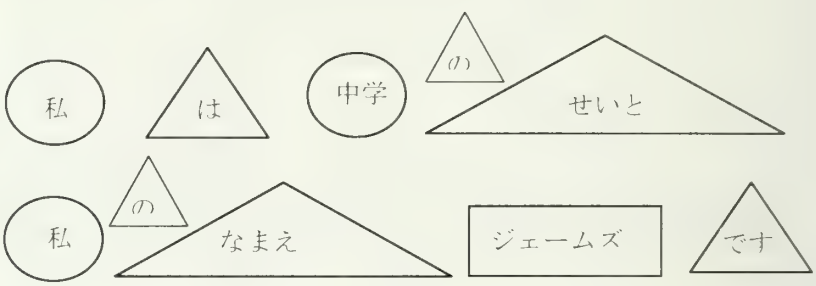
➤ Name tags, markers, board.

➤ Labels, markers, tape.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
d. demonstrate an understanding of the differences in appearance among the three writing systems	➤ **Kanji, Hiragana and Katakana** Give the students a page of sentences showing all three writing systems. Have the students circle kanji, put a triangle around hiragana and a box around katakana; e.g.,  ➤ **Posters** Create flash cards with samples of kanji, hiragana and katakana. Hold up the cards and have students identify the writing system. Afterward, divide the students into small groups. Have the groups create posters for the different writing systems using text cut from old Japanese magazines or newspapers. Encourage the students to explain and/or demonstrate the differences among the writing systems.

LC–1.2
writing systems

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • demonstrate an understanding of the differences in appearance among the three writing systems?	
➢ **Anecdotal Notes** Observe the students as they identify the different writing systems. Record anecdotal notes of the extent to which students are able to demonstrate an understanding of the differences in appearance among the three writing systems (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Handouts with various samples of kanji, hiragana and katakana.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to demonstrate an understanding of the differences in appearance among the three writing systems.	➢ Flash cards with samples of kanji, hiragana and katakana, poster paper, markers, Japanese magazines and newspapers, glue.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • classroom • friends • any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Classroom Routines** Brainstorm and discuss basic classroom requests, phrases and routines. Post them around the room and encourage the students to use them. For example: – *Sensei, toire ni itte mo ii desu ka?* (Teacher, may I go to the bathroom?) – *Mite kudasai.* (Look, please.) – *Shizuka ni shite kudasai.* (Be quiet, please.) – *Yonde kudasai.* (Read it, please.) **Extension** Divide the students into small groups and have them play charades using classroom expressions. ➢ **My Friends** Ask the students to create friends albums with drawings or pictures of their friends. Have the students label the pictures with basic information; e.g., names, ages, favourite colours.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields?	
➢ **Informal Observation** Observe students as they interact in the classroom. Make mental notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields. Offer feedback, encouragement and praise as needed.	➢ Posters of common classroom requests, phrases and routines in Japanese.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create friends albums. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Rubric).	➢ Booklets, markers, students' photographs or pictures of friends.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements a. use, in modelled situations,★ the following grammatical elements: • V ます • V て(ください) • A いです • V *masu* • V *te* (*kudasai*) • A *i desu*	➢ **Video or Audio Sample Repetition** Provide video or audio recordings of Japanese speakers saying simple sentences with various verbs in the *masu* form. Ask the students to repeat each verb. ➢ **Classroom Expressions** Provide a simple list of classroom expressions in Japanese that include the required grammatical elements; e.g., *tatte kudasai, suwatte kudasai, mite kudasai* (stand please, sit please, look please). Have the students copy them into their dictionaries, underlining the verbs. Encourage the students to identify examples of when they have used these expressions or explain how they plan to use these expressions in the future. **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, in modelled situations, the [given] grammatical elements?	
➢ **Informal Observation** Observe students as they listen to and repeat the verbs in the *masu* form. Make mental notes of the extent to which students are able to use, in modelled situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.	➢ Video or audio recordings.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they copy the classroom expressions. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ List of classroom expressions that includes the required grammatical elements.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements b. use, in structured situations,★ the following grammatical elements: • N です • N をください • N がすきです • N *desu* • N *o kudasai* • N *ga suki desu*	➢ **Role-play** Divide the students into groups and have them create short dialogues using the required grammatical elements. Have the groups present their dialogues to the class. Consider video recording the presentations and playing them for students. For example: at the stationary store Student A: *Sumimasen, enpitsu o kudasai.* (Excuse me, give me a pencil, please.) Student B: *Enpitsu desu ka?* (A pencil?) Student A: *Hai.* (Yes.) Student B: *Douzo.* (Here you are.) Student A: *Arigatou gozaimashita.* (Thank you very much.) **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they participate in the role-plays. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various props.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 listening a. understand simple spoken sentences on familiar topics in guided situations	➢ **Descriptions** Read a text that describes an animal to the class. Ask the students, individually or in groups, to listen to the description and identify the animal described. ➢ **Red Light, Green Light** Invite the students to play this game in the gymnasium or an open area. When they hear *aka* (red), they must stop or freeze. When they hear *midori* (green) or *ao* (blue), they can run.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple spoken sentences on familiar topics in guided situations?	
➢ **Informal Observation** Observe students as they identify the animal based on the description. Make mental notes of the extent to which students are able to understand simple spoken sentences on familiar topics in guided situations. Offer feedback, encouragement and praise as needed.	➢ Short texts in Japanese describing various animals.
➢ **Anecdotal Notes** Observe students as they play the game. Record anecdotal notes of the extent to which students are able to understand simple spoken sentences on familiar topics in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand simple written words and phrases in guided situations **LC–2.2** reading	➢ **Matching Games** Create several sets of pairs of cards. In each pair, one card has a picture of an object and the other has the object's name in Japanese. Divide the students into small groups and give each group a set of cards. Have the students place the cards face down on the table and take turns choosing two cards in an attempt to get a matching word and picture. The student with the most matched pairs wins. **Alternative Activity** Using the set of cards from the activity above, have the students play Go Fish. ➢ **Charades** Create a set of cards containing various Japanese action phrases and have the students use them to play charades.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand simple written words and phrases in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before playing the matching game. Use the checklist to assess if students are able to understand simple written words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ Sets of cards with pictures and names written in hiragana.
➢ **Informal Observation** Observe students as they play charades. Make mental notes of the extent to which students are able to understand simple written words and phrases in guided situations. Offer feedback, encouragement and praise as needed.	➢ Cards with simple action phrases.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. derive meaning from visuals and other forms of nonverbal communication in guided situations	➤ **Gestures** Explain and demonstrate typical Japanese gestures used in conversation. Invite the students to copy the gestures; e.g., *Kite kudasai.* (Come please.). After the students have had time to practise, call out various words or phrases and have them respond with the appropriate gestures. **Alternative Activity** Invite the students to count using Japanese counting gestures. ➤ **Role-play** Divide the students into groups and have each group role-play various scenarios using as much nonverbal language as possible. For example: – To show or confirm that the subject is yourself—finger pointing to nose. – To show that I do not understand you—head tilting to one side. – To show that everything is okay—make a circle with thumb and index finger and hold up. – To show that something is no good—hands help up and crossed at wrists. – To show someone is upset or angry—index fingers held up above head to symbolize horns indicating *oni*—Japanese demon. – To show no thank you or rejection—one hand held vertically, palm facing the side and waved quickly left to right. – To show agreement or commitment between two people—people hook pinky fingers and lightly shake—*Yubikiri.* – To show you want something, such as candy or money—both hands held in front of you, one hand on top of the other, palms facing upward.

LC–2.3
viewing and nonverbal interpretation

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from visuals and other forms of nonverbal communication in guided situations?	
➢ **Informal Observation** Observe students as they respond with the appropriate gestures. Make mental notes of the extent to which students are able to derive meaning from visuals and other forms of nonverbal communication in guided situations. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they present their role-plays. Students use the checklist to determine if their peers are able to derive meaning from visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–3.1 speaking a. produce simple spoken words and phrases in guided situations	➤ **Board Games** Invite the students to play *Sugoroku* (Snakes and Ladders) and other board games using Japanese vocabulary and phrases studied; e.g., numbers, next, your turn, let's begin. Encourage the students to speak only Japanese while playing the games. ➤ **Word Strips** Create word strips using known vocabulary and have the students make as many sentences or phrases as they can using the word strips. Play a game in which each member of a team must create as many unique sentences or phrases as they can in the shortest amount of time.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple spoken words and phrases in guided situations?

➢ **Informal Observation**
Observe students as they play the board games. Make mental notes of the extent to which students are able to produce simple spoken words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they use the word strips to generate sentences and phrases. Use the checklist to assess if students are able to produce simple spoken words and phrases in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Snakes and Ladders and other board games.

➢ Word strips, word strip pocket chart.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. copy simple written words and phrases in guided situations **LC–3.2** writing	➢ **Origami Finger Game** Invite the students to create a cut and fold finger game (see Appendix C: Planning Tools). On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight simple questions related to a theme being studied using vocabulary they have learned. Working in pairs or groups of three, have the students play their Origami Finger Game. Encourage the students to use Japanese as much as possible. ➢ **Flash Cards** Ask the students to create flash cards of simple words and phrases in Japanese. In small groups, have the students play games with their flash cards.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- copy simple written words and phrases in guided situations?

➢ **Anecdotal Notes**
Observe students as they create origami finger games. Record anecdotal notes of the extent to which students are able to copy simple written words and phrases in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Template for Origami Finger Game, paper, scissors, coloured pencils/markers.

➢ **Informal Observation**
Observe students as they create flash cards. Make mental notes of the extent to which students are able to copy simple written words and phrases in guided situations. Offer feedback, encouragement and praise as needed.

➢ Index cards.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–3.3 representing a. use visuals and other forms of nonverbal communication to express meaning in guided situations	➤ **Gestures** Explain and demonstrate typical Japanese gestures used in conversation. Ask the students to imitate the gestures; e.g., *Kite kudasai.* (Come please.). Encourage the students to use these gestures when interacting with other students. ➤ **Charades** Invite the students to use typical Japanese gestures and nonverbal expressions when playing charades.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use visuals and other forms of nonverbal communication to express meaning in guided situations?

➢ **Informal Observation**
Observe students as they imitate the gestures. Make mental notes of the extent to which students are able to use visuals and other forms of nonverbal communication to express meaning in guided situations. Offer feedback, encouragement and praise as needed.

➢ **Self-assessment Checklist and Goal-setting**
Create an outcome-based self-assessment checklist and share it with students before they play charades. Students use the checklist to determine if they are able to use visuals and other forms of nonverbal communication to express meaning in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ None required.

➢ Charades cards.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using words and short phrases	➢ **Questions with a Partner** Prepare two separate sets of questions based on the flow of normal conversation. Divide students into pairs and give each student one set. Have the students ask and answer each other's questions until they have completed their dialogues. ➢ **Dialogues or Skits** Show the students a photograph depicting a simple interaction, such as two people meeting. Ask the students to guess what the people are doing and create short dialogues or skits using set phrases. Invite the students to demonstrate their dialogues for the class.

LC–4.1
interactive fluency

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in simple interactions, using words and short phrases?

➢ **Informal Observation**
Observe students as they ask and answer questions. Make mental notes of the extent to which students are able to engage in simple interactions, using words and short phrases. Offer feedback, encouragement and praise as needed.

➢ **Self-assessment Checklist and Goal-setting**
Create an outcome-based self-assessment checklist and share it with students before they present dialogues or skits. Students use the checklist to determine if they are able to engage in simple interactions, using words and short phrases. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Lists of simple questions in Japanese.

➢ Photographs of interactions.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 register a. speak at a volume appropriate to classroom situations	➤ **Role-play** Ask the students, in small groups, to create simple role-plays in Japanese, using appropriate expression, tone and volume as they perform their parts. Audio or video record the role-plays to review with students. ➤ **Adjusting the Volume** Read various passages in Japanese and have the students ask you to speak up when you speak too quietly and reduce your volume when you speak too loudly. Intentionally raise and lower your voice as you read.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • speak at a volume appropriate to classroom situations?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they perform role-plays. Students use the checklist to determine if their peers are able to speak at a volume appropriate to classroom situations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Various props, video/audio recording equipment.
➢ **Informal Observation** Observe students as they respond to the volume used. Make mental notes of the extent to which students are able to speak at a volume appropriate to classroom situations. Offer feedback, encouragement and praise as needed.	➢ Story in Japanese.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. respond to tone of voice	➢ **Match the Emotion with the Face** Prepare a worksheet of various statements. Beside each statement put four faces: one happy, one sad, one angry and one neutral. Use different emotions to read the phrases and have the students colour in the face that reflects that emotion. For example: – *Hon ga hoshii desu.* (I want a book.) (angry/neutral) – *Nooto wa doko desu ka?* (Where is my notebook?) (sad/angry) – *Tatte kudasai.* (Stand up!) (happy/angry) – *Hai, chokoreeto ga suki desu.* (Yes, I like chocolate.) (neutral/happy) ➢ **Guess Who's Speaking** Make or find an audio recording of the voices of a variety of people; e.g., senior male, teenaged girl, middle-aged woman, small child. Give students a worksheet with pictures of the people speaking on the recording. As they listen, have the students identify each speaker. ➢ **High, Low and Medium** Demonstrate speaking in a high voice while standing on tiptoes, in a low voice while squatting and in a normal voice while standing on flat feet. Invite the students to imitate you. After a few tries, speed up or slow down the change of tone of voice.

LC–5.1
register

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to tone of voice?	
➢ **Anecdotal Notes** Observe students as they identify the emotion related to each statement read. Record anecdotal notes of the extent to which students are able to respond to tone of voice (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Prepared worksheet for each student.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they guess who is speaking. Students use the rating scale to assess how well they are able to respond to tone of voice (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Recording of several different people speaking, listening station, prepared worksheet for each student.
➢ **Informal Observation** Observe students as they imitate changes in your voice. Make mental notes of the extent to which students are able to respond to tone of voice. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.1 register c. address others appropriately	➢ **Classroom Reminder** Review different ways to address people in Japanese and when to use these different forms of address. Post a list in the classroom so students can refer to it when necessary. Ask the students to create role-plays demonstrating the use of various forms of address. ➢ **Preparing for Interaction** Before inviting visitors to the class, going on a field trip or participating in a school event, review the proper forms of address. Discuss various rules of etiquette, such as bowing.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • address others appropriately?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create role-plays. Use the checklist to assess if students are able to address others appropriately (see sample blackline master in Appendix E: Observation Checklist).	➢ List of various ways to address people in Japanese.
➢ **Anecdotal Notes** Observe students as they prepare for various interactions. Record anecdotal notes of the extent to which students are able to address others appropriately (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

LC–5.2
idiomatic expressions

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate idiomatic expressions; e.g., *ohayou gozaimasu, arigatou gozaimasu*	➤ **Idiomatic Expressions** Introduce simple idiomatic expressions and have the students repeat them; e.g., – *Ohayou gozaimasu.* (It sure is early—meaning good morning.) Ask the students to create a section in their personal dictionaries for these expressions and illustrate them. Encourage the students to add to this section throughout the year and to use these expressions in class. ➤ **Visual Displays** Ask the students to create visual displays or posters representing a variety of idiomatic expressions and share them with classmates.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate idiomatic expressions?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they add the expressions to their personal dictionaries. Use the checklist to assess if students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Personal dictionaries.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Rubric).	➢ Poster materials.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.3 variations in language a. experience a variety of voices	➢ **Viewing Anime** Show short, simple anime movies or television programs in which the characters have a variety of voices. Discuss the various voices and characters depicted in the movies and television programs. ➢ **Voices on Tape** Invite the students to listen to people of different ages and genders speaking Japanese. Divide the students into pairs and have them discuss the differences in the voices of the speakers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of voices?	
➢ **Informal Observation** Observe students as they discuss the voices of the various characters. Make mental notes of the extent to which students are able to experience a variety of voices. Offer feedback, encouragement and praise as needed.	➢ Short Japanese anime movies or television programs.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to experience a variety of voices.	➢ Audio or video recordings of various Japanese speakers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate simple routine social interactions	➤ **A Day in the Life** Show the students a video depicting Japanese life, e.g., in homes, in schools, that shows someone interacting with other people in Japanese throughout the day. Have them imitate the dialogue.
LC–5.4 social conventions	➤ **Social Dialogues** Prepare short, open-ended dialogues for different types of social encounters. Have the students act out the dialogues in an appropriate manner. For example: – entering a classroom late – asking to leave the classroom – playing a simple game – meeting the principal in school.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate simple routine social interactions?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they imitate the dialogue. Use the rubric to evaluate how well students are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Rubric).	➢ Video, viewing station.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they act out the dialogues. Students use the rating scale to assess how well they are able to imitate simple routine social interactions (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Short dialogues for various situations.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. use basic social expressions appropriate to the classroom	➢ **Expressions Posters** At the beginning of the year, have the students make posters of common classroom questions and phrases; e.g., – _____ *wa nihongo de nan desu ka?* (How do I say _____ in Japanese?) – Sumimasen. (Excuse me.) – *Toire ni itte mo ii desu ka?* (May I go to the bathroom?) – *Rokkaa ni itte mo ii desu ka?* (May I go to my locker?) – *Eigo de itte mo ii desu ka?* (May I say it in English?) – *Mizu o nonde mo ii desu ka?* (May I get a drink of water?) – *Suwatte mo ii desu ka?* (May I sit down?) – *Ohayou gozaimasu.* (Good morning.) Display these posters in the classroom. Encourage the students to use these expressions in the classroom when appropriate.
LC–5.4 social conventions	➢ **Manners** Teach the vocabulary for polite interactions (e.g., please, thank you, you're welcome, excuse me). Encourage the students to use this vocabulary when interacting with students and adults in the classroom or school.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic social expressions appropriate to the classroom?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they make classroom posters. Use the checklist to assess if students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Observation Checklist).	➢ Poster materials.
➢ **Anecdotal Notes** Observe students as they interact with others in the classroom. Record anecdotal notes of the extent to which students are able to use basic social expressions appropriate to the classroom (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.5 nonverbal communication a. understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture	➤ ***Ii desu/Dame desu*** Write a series of sentences or spelling words on the board and have the students use physical gestures to indicate whether they are *ii desu* (correct)—make a circle with arms, hands over the head—or *dame desu* (incorrect)—make an X with arms in front of the body, hands straight. ➤ **Using Body Language** Introduce various forms of nonverbal communication specific to Japanese culture. Have the students imitate as you demonstrate. Divide the students into pairs and have them engage in a dialogue in which one of them is unable to speak. As the speaking partner asks questions or makes requests, the nonspeaking partner responds nonverbally. Consider video recording this activity for review by the students.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture?	
➢ **Informal Observation** Observe students as they respond nonverbally to the sentences or spelling words. Make mental notes of the extent to which students are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture. Offer feedback, encouragement and praise as needed.	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they engage in dialogues. Students use the checklist to determine if their peers are able to understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Video recorder (optional), viewing station (optional).

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–6.1 cohesion/coherence	a. imitate speech that uses simple link words	➤ **I Will Take …** Ask each student to find an object appropriate to a theme being studied; e.g., classroom objects. Arrange the students, with their objects, in a circle or a line. The first student displays his or her item, saying its name in Japanese. The students take turns repeating what previous students have said and adding their own items. ➤ **Who's Wearing Green?** Ask a student to name a colour. A student who is wearing that colour then names a classmate wearing the same colour and says, *Boku/watashi to John kun desu.* (It's John and I …)

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate speech that uses simple link words?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to imitate speech that uses simple link words.	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before starting the colour game. Use the checklist to assess if students are able to imitate speech that uses simple link words (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–6.1 cohesion/coherence	b. recognize the basic usage of a few particles	➢ **Biography** Ask the students to find out a piece of basic information about each student in the class and present the information to the rest of the class, using the particle *wa*; e.g., – *Sharon san wa* _____ *desu.* **Extension** Divide the students into pairs and have them create mini-biographies of one another, using basic information such as age, birth month, likes and dislikes. Invite the students to share their biographies with the class.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize the basic usage of a few particles?	
➢ **Anecdotal Notes** Observe students as they present information using the particle *wa*. Record anecdotal notes of the extent to which students are able to recognize the basic usage of a few particles (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience a variety of oral text forms	➢ **Japanese Songs** Play a Japanese folk song for the students. Provide the students with the lyrics to the song and encourage them to sing along.
LC–6.2 text forms	➢ **Tongue Twisters** Teach the students simple, traditional Japanese tongue twisters. Have the students, in small groups, practise the tongue twisters and compete for the fastest time; e.g., *akapajama, aopajama, chapajama* × 3 or *namamugi, namagome, namatamago* × 3.
	➢ **Japanese Television** Expose the students to a variety of Japanese television programs that include speeches, stories, jokes and interviews. Discuss the various oral text forms.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience a variety of oral text forms?	
➢ **Anecdotal Notes** Observe students as they listen to and sing Japanese songs. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Japanese songs.
➢ **Anecdotal Notes** Observe students as they practise the tongue twisters. Record anecdotal notes of the extent to which students are able to experience a variety of oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Japanese tongue twisters.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to experience a variety of oral text forms.	➢ Various Japanese television programs.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–6.2 text forms	b. recognize some simple oral text forms	➢ **Identifying Oral Text Forms** Expose the students to a variety of oral text forms and have them identify the type of oral text form based on patterns and vocabulary; e.g., folk tale, haiku, tanka, song lyrics, newscast speech, play.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral text forms?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize some simple oral text forms.	➢ Various examples of oral texts in Japanese.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
LC–6.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	➢ **Role-play** Ask the students to role-play greetings and responses for a variety of situations, such as people meeting for the first time, arriving late to class, introducing themselves. ➢ **Hello, Is That You?** Using toy telephones, invite the students to work in pairs to conduct simple conversations based on previously learned greeting–response patterns.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond using very simple social interaction patterns?	
➢ **Anecdotal Notes** Observe students as they perform role-plays. Record anecdotal notes of the extent to which students are able to respond using very simple social interaction patterns (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various props.
➢ **Informal Observation** Observe students as they conduct telephone conversations. Make mental notes of the extent to which students are able to respond using very simple social interaction patterns. Offer feedback, encouragement and praise as needed.	➢ Toy telephones.

Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.1
accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Japanese culture	➢ **Festivals** Invite the students to take part in festival day activities; e.g., *Hinamatsuri* (Dolls Festival), *Shougatsu* (New Year). Afterward, divide the students into groups and have them discuss what they learned about Japanese culture. ➢ **Japanese Games** Teach the students a variety of simple traditional Japanese games; e.g., *janken* (rock, paper, scissors), *kendama* (wooden ball and cup game). Allow the students time to play these games in small groups. Consider having the students teach these games to another class. ➢ **Cultural Activities** Organize a class or school-wide cultural activity related to Japanese language and culture; e.g., invite a *taiko* (Japanese drum) drummer to perform, have a traditional meal, celebrate traditional festivals. Ask the students to create posters and displays to advertise the upcoming cultural event. After the event, ask the students to write a review about it, highlighting what they enjoyed and learned. Publish the reviews in a class or school newsletter or Web page.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of Japanese culture?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before the festival. Students use the checklist to determine if they are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play Japanese games. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Japanese culture.

MATERIALS

➢ Various Japanese cultural items for festival day activities.

➢ Various Japanese games such as *kendama* and *daruma*.

➢ Japanese cultural activities, various poster and art materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge b. ask questions, using English, about elements of the culture experienced in class	➢ **Cultural Activities KWL Chart** After the students experience a Japanese cultural activity, have them discuss or write about their impressions and experiences. Divide the class into three groups and provide each group with a large KWL chart (see Appendix D: Graphic Organizers for a KWL chart blackline master). Have each group appoint a moderator, a recorder and speaker. The moderator asks: "What do I know? What do I want to know?" Group members respond and the recorder summarizes responses in English on the KWL chart. Have the students then discuss, "What do I want to know?" Allow the students time to research their questions and record their findings in the "Learned" section of their charts. Once all charts are complete, share them as a class. ➢ **Children's Games** Have the students brainstorm questions about the kinds of games children their age play in Japan. As a class, use the Internet to find information about children's games in Japan. ➢ **Photographs** After the students view photographs, magazine pictures or videos of traditional Japanese festivals, have them develop a list of questions about the festivities. Encourage them to use various resources to find answers to their questions; e.g., books, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask questions, using English, about elements of the culture experienced in class?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before completing the KWL charts. Use the rubric to evaluate how well students are able to ask questions, using English, about elements of the culture experienced in class (see sample blackline master in Appendix E: Rubric).	➢ Poster materials, various reference materials related to Japanese culture, Internet.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to ask questions, using English, about elements of the culture experienced in class.	➢ The Internet.
➢ **Informal Observation** Observe students as they ask questions about the photographs. Make mental notes of the extent to which students are able to ask questions, using English, about elements of the culture experienced in class. Offer feedback, encouragement and praise as needed.	➢ Photographs, magazine pictures or videos of traditional Japanese festivals, various reference materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.2
knowledge of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Japanese culture	➤ **Singing and Dancing** Invite the students to participate in singing traditional Japanese children's songs or traditional Japanese song-and-dance activities; e.g., *Musunde hiraite, Ookina kuri no ki no shita de, Kagome kagome* and *bon odori.* ➤ **Cultural Events** Encourage the students to participate in Japanese cultural events and activities in their own community; e.g., spring festival. ➤ **Personal Experiences** Divide the students into groups and have them discuss their personal experiences with Japanese culture; e.g., trips they have taken, visits to places with Japanese decorations, viewing Japanese television programs or movies, visiting Japanese restaurants, viewing a Japanese art exhibit. Have each group create a poster depicting these various experiences. **Alternative Activity** Ask the students to create travel brochures to advertise various Japanese activities and experiences.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of Japanese culture?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before singing traditional Japanese songs. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).	➢ Various traditional and contemporary Japanese songs and dances, *bon odori* CD.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to participate in activities and experiences that reflect elements of Japanese culture.	➢ Japanese cultural events and activities.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they discuss their experiences and create posters. Use the rating scale to assess how well students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.3 applying cultural knowledge a. recognize elements of Japanese culture in the classroom	➢ **Traditional Objects** Display and describe various traditional objects or photographs of Japanese culture; e.g., *daruma* (Japanese motivational doll), *geta* (wooden slippers). Decorate the classroom with posters and artifacts that reflect traditional Japanese culture. Have the students work in groups to create lists of elements of Japanese culture in the room. ➢ **Japanese Pop Culture** Show various popular culture objects or photographs of Japanese culture; e.g., Hello Kitty doll, Pokemon poster, anime. Have the students create a log and note all references from Japanese culture they see over a week on television, in movies, at the mall, in stores and in books and comics.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize elements of Japanese culture in the classroom?	
➢ **Informal Observation** Observe students as they create lists of elements of Japanese culture in the classroom. Make mental notes of the extent to which students are able to recognize elements of Japanese culture in the classroom. Offer feedback, encouragement and praise as needed.	➢ Traditional Japanese objects, posters displayed in the classroom.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they log Japanese culture references. Use the rating scale to assess how well students are able to recognize elements of Japanese culture in the classroom (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Objects of popular Japanese culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within Japanese culture a. experience diverse elements of Japanese culture	➢ **Electronic Presentations** Display photographs showing a day in the life of a Japanese student; e.g., A Day with Kentaro or Grade 6 Class 1 material at http://www.tjf.or.jp/shogakusei/index_e.htm. Divide the students into groups and have them create digital slide show presentations on various elements of Japanese culture; e.g., food, music, dance, literature, art, dress, trends. Invite the students to share their presentations with the rest of the class. **Caution** Students should be monitored when they use the Internet. ➢ **Japanese Music** Invite the students to listen to Japanese music and compare and contrast Japanese music with Western music using Venn diagrams (see Appendix D: Graphic Organizers for a Venn diagram blackline master). **Alternative Activity** Have the students write a review of Japanese music and create CD covers or concert posters to advertise the music.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience diverse elements of Japanese culture?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create digital slide show presentations. Use the rubric to evaluate how well students are able to experience diverse elements of Japanese culture (see sample blackline master in Appendix E: Rubric).	➢ http://www.tjf.or.jp/shogakusei/index_e.htm, digital slide show software.
➢ **Informal Observation** Observe students as they compare and contrast Japanese and Western music. Make mental notes of the extent to which students are able to experience diverse elements of Japanese culture. Offer feedback, encouragement and praise as needed.	➢ Traditional and pop Japanese music.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.5 valuing Japanese culture a. participate in cultural activities and experiences	➢ ***Teru Teru Boozu*** Invite the students to make *teru teru bouzu* (Japanese tissue/paper dolls used to ward off rainy days) in preparation for field trips or a sports day. Explain the meaning of *teru teru bouzu* in Japanese culture and teach the students the *teru teru bouzu* song. ➢ **Paper Cranes** Ask the students to make *tsuru no origami* (paper cranes) for people who are ill or in the hospital. Explain the significance of these cranes in Japanese culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Informal Observation** Observe students as they create *teru teru bouzu*. Make mental notes of the extent to which students are able to participate in cultural activities and experiences. Offer feedback, encouragement and praise as needed.	➢ Materials for *teru teru bouzu*.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to participate in cultural activities and experiences.	➢ Coloured origami paper.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
GC–2.1 awareness of first language	a. distinguish between their first language and Japanese	➢ **Textual Differences** Show the students various examples of layout in Japanese magazines, books and newspapers. Have them examine the various characters and compare and contrast the textual differences between Japanese and their first language, using Venn diagrams (see Appendix D: Graphic Organizers for a Venn diagram backline master). ➢ **Unique Sounds** When reading *romaji* (Japanese written with Roman letters), have the students highlight or underline specific unique Japanese sounds; e.g., *tsu, chi, shi*. Listen to audio recordings of Japanese speakers and have the students note their impressions of the sound of the language. Discuss the differences in sound between Japanese and English. Ask the students to compare and contrast the sound of Japanese and their first language.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between their first language and Japanese?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to distinguish between their first language and Japanese (see sample blackline master in Appendix E: Rubric).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before examining sounds specific to Japanese. Use the rating scale to assess how well students are able to distinguish between their first language and Japanese (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Japanese text samples, e.g., magazines, books, newspapers, Venn diagram graphic organizers.

➢ Audio recording of Japanese speakers, *romaji*.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore the variety of languages spoken by those around them	➢ **Language Family Trees** Provide the students with family tree templates and have them complete family trees for a few generations. Encourage the students to speak with parents, grandparents and other family members to determine what language(s) were spoken by their families in previous generations. Once completed, collect and display these family trees around the room. **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary. **Extension** Have the students count the various languages displayed on the family trees and tally the number of languages represented. Briefly discuss the tallies. Introduce the idea of language groups by listing the represented languages on the board. If possible, share words or phrases from the various languages. ➢ **Cultural Fair** Invite the students to participate in a mini cultural fair within the classroom. Have small groups prepare presentations on the different cultures represented in the classroom. Encourage the students to learn and teach games, songs and vocabulary in the various languages spoken. Invite students from other classes as an audience.

GC–2.2
general language knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the variety of languages spoken by those around them?

➢ **Anecdotal Notes**
Observe students as they create language family trees. Record anecdotal notes of the extent to which students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they participate in the cultural fair. Use the rubric to evaluate how well students are able to explore the variety of languages spoken by those around them (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Family tree templates (one per student).

➢ Cultural objects, costumes, posters, Internet, magazines.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge b. identify similarities among words from different languages within their personal experience	➢ **Katakana Words** Read out familiar katakana words and have the students identify similarities between katakana and English. Ask the students to guess the words' meanings in English; e.g., *koohii* (coffee), *doonatsu* (doughnut), *koppu* (cup), *supootsu* (sports), *geemu* (game). ➢ **Mapping Language** Discuss commonly used English words that are taken from different language families. Have the students mark a world map showing the origin of English words from around the world; e.g., Arabic: alcohol, calibre, monsoon, zero Chinese: chop suey, lychee, wok, dim sum French: ambulance, diplomat, parachute, sauce Greek: athlete, democracy, metropolis, museum Hindi: bangle, jungle, shampoo Indian: turban Inuit: anorak, husky, igloo, kayak Italian: bankrupt, opera, umbrella Japanese: judo, karate, soy, karaoke, futon, tsunami Spanish: canyon, guitar, patio, tornado, taco Turkish: caviar, kebab, tulip, yoghurt Ukrainian: balaclava Yiddish: bagel.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities among words from different languages within their personal experience?

➢ **Informal Observation**
Observe students as they identify similarities between katakana and English. Make mental notes of the extent to which students are able to identify similarities among words from different languages within their personal experience. Offer feedback, encouragement and praise as needed.

➢ **Anecdotal Notes**
Observe students as they make the world map with English words from around the world. Record anecdotal notes of the extent to which students are able to identify similarities among words from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Various familiar katakana words with similarities to English.

➢ World map, pins, markers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.3 awareness of own culture a. explore similarities between their own culture and other cultures	➢ **Venn Diagrams** Have the students use Venn diagrams to contrast and compare their own culture and other cultures, such as Japanese, Chinese, British, French, Aboriginal, based on the cultural makeup of the class/school (see Appendix D: Graphic Organizers). ➢ **Multicultural Celebrations** When there are important events, such as Christmas, New Year's Eve, Hanukkah, Ramadan, organize classroom events to celebrate the different traditions of individual students. Encourage the students to bring in food items and/or artifacts representing their cultural backgrounds and share how the events are celebrated in their families. ➢ **Birthdays Around the World** Present information on the different ways birthdays are celebrated around the world. Have the students create posters about their own birthday traditions; e.g., songs, food, presents, dances. Link this activity to the celebration of students' birthdays. **Extension** Introduce and discuss Japanese customs for celebrating birthdays. Compare and contrast them with Canadian birthday customs.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore similarities between their own culture and other cultures?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric).

➢ **Anecdotal Notes**
Observe students as they participate in class celebrations. Record anecdotal notes of the extent to which students are able to explore similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they create posters on birthday traditions. Make mental notes of the extent to which students are able to explore similarities between their own culture and other cultures. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Venn diagram graphic organizers.

➢ Food items or artifacts.

➢ Information on birthday celebrations around the world, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of different cultures	➢ **Holidays Around the World** Collaboratively identify Canada's holidays. Then go to http://www.kidlink.org and find the link to the "Multi-cultural Calendar." Have the students use that calendar to find out what unique holidays are celebrated in other countries. Designate a bulletin board in the school hallway as a "Holidays Around the World" display. Assign student groups a particular holiday and have them create a display and post it on the day of the holiday. **Caution** Students should be monitored when they use the Internet. ➢ **Community Cultural Events** Identify major cultural festivals in the community; e.g., Canada Day, Chinese New Year Parade, Can West Festival, St. Patrick's Day Parade, First Night New Year's Eve Festival, Heritage Festival, Powwow Days. Ask the students if they have attended any of these festivals or if they know of other similar events. Encourage the students to share descriptions of events they have attended. As a class, determine which five or six festivals students would like to study further. Brainstorm and record questions regarding these events. For example, what is the focus/purpose of the festival? Where and when does it occur? Who generally attends? Are there special foods, costumes or decorations associated with it? What do people do at these events? Break the students into groups and assign each an event to research. Have the students prepare information posters on the events, providing pertinent details in an appealing manner. Post them so students can circulate and review them to determine which they would most like to attend.

GC–2.4
general cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- participate in activities and experiences that reflect elements of different cultures?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before creating holiday displays. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create cultural event posters. Use the rubric to evaluate how well students are able to participate in activities and experiences that reflect elements of different cultures (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Dedicated bulletin board space for "Holidays Around the World" display, display materials.

➢ Sources of information on different community cultural events.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. work and play with others who are different	➢ **Open House** If the school hosts an open house, have the students act as classroom guides or demonstrate specific cultural activities; e.g., *origami* (paper folding), *shodou* (Japanese calligraphy). ➢ **Game Time** Teach the students games from different cultures. Encourage the students to teach the class a game from their own cultural background.

GC–2.5
valuing diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- work and play with others who are different?

➢ **Informal Observations**
Observe students as they participate in the school open house. Make mental notes of the extent to which students are able to work and play with others who are different. Offer feedback, encouragement and praise as needed.

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before playing culturally specific games. Use the checklist to assess if students are able to work and play with others who are different (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Materials for demonstrations.

➢ Various games from cultures around the world.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.6 intercultural skills a. adapt to new situations; e.g., listening to Japanese, seeing Japanese writing	➤ **Visiting Another Classroom** Organize a visit to another language classroom and participate in activities that have been planned. ➤ **Changing the Venue** Move the class outside, to a park or to a cultural site, e.g., Japanese restaurant, Japanese store, Japanese art exhibit, to see how students adapt to the new environment. ➤ **Commercials** Encourage the students to watch Japanese commercials and listen for familiar Japanese words; e.g., Honda, Atari, Toyota, Nintendo.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • adapt to new situations?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to adapt to new situations.	➢ None required.
➢ **Anecdotal Notes** Observe students as they move to a new venue. Record anecdotal notes of the extent to which students are able to adapt to new situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to adapt to new situations.	➢ Japanese commercials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.1
Japanese language and culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. suggest some reasons for learning Japanese	➤ **Poster Promotion** Lead the students in a brainstorming activity about the benefits of learning a second language. Direct the discussion to specifically highlight reasons for learning Japanese. Ask the students to design posters to promote learning Japanese. Display these posters around the school (see Appendix D: Graphic Organizers). ➤ **Japanese Technology/Entertainment** Have the students brainstorm Japanese entertainment, such as *manga* or animated movies, and Japanese technology products, such as video games. Discuss why these products are popular and what is interesting about them (see Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest some reasons for learning Japanese?

➢ **Anecdotal Notes**
Observe students as they brainstorm and create posters. Record anecdotal notes of the extent to which students are able to suggest some reasons for learning Japanese (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Informal Observation**
Observe students as they brainstorm and discuss Japanese technology and entertainment. Make mental notes of the extent to which students are able to suggest some reasons for learning Japanese. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Brainstorming web graphic organizers, poster materials, travel brochures for Japan in English.

➢ Brainstorming graphic organizers.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore some reasons for participating in activities and experiences that reflect elements of different cultures	➢ **Experiencing Other Cultures** Discuss why Canadians feel it is important to participate in the activities of different cultures. Have the students describe cultural activities they have participated in, e.g., Heritage Days, and what they learned. Divide the students into groups and have them imagine what it would be like if they knew nothing at all about the cultures of other people. Have them respond to questions like the following: Would it be more difficult to communicate with others? Would it be easier or harder to live together in one community? What do you benefit from learning about other cultures?

GC–3.2
cultural and linguistic diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • explore some reasons for participating in activities and experiences that reflect elements of different cultures?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to explore some reasons for participating in activities and experiences that reflect elements of different cultures.	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity b. suggest some reasons for learning an additional language	➢ **Living in a Foreign Country** Invite guest speakers who have lived in foreign countries and have the speakers discuss the language skills they needed and the strategies they used to communicate successfully. After the presentations, have the students write about what they learned. It may be helpful to distribute sentence starters, such as "What surprised me was…" "I was most interested in…" ➢ **Brainstorm** Ask the students to brainstorm various reasons for learning another language; e.g., career options, travel, personal growth, improving your communication skills, being able to communicate with friends and family (see Appendix D: Graphic Organizers).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • suggest some reasons for learning an additional language?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to suggest some reasons for learning an additional language.	➢ None required.
➢ **Informal Observation** Observe students as they brainstorm reasons for learning another language. Make mental notes of the extent to which students are able to suggest some reasons for learning an additional language. Offer feedback, encouragement and praise as needed.	➢ Graphic organizers.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies, with guidance, to enhance language learning *(continued)*	➢ **Rhymes and Songs** Teach the students songs in Japanese. Encourage them to imitate the intonation patterns used in the songs. Consider recording these songs and replaying them for students; e.g., *Merii san no hitsuji* (Mary Had a Little Lamb), *Kaeru no uta* (Frog Song), *Tsuki* (Moon Song). ➢ **Vocabulary** Have the students create classroom posters for new vocabulary that include charts and word maps. Encourage the students to use graphics to link vocabulary and expressions; e.g., – *Toire ni itte mo ii desu ka?* (May I go to the bathroom, please?) **Alternative Activity** Encourage the students to use mnemonics to aid in recalling hiragana characters and vocabulary. ➢ **If You're Happy …** Teach a children's action song about feelings and ask the students to follow the actions; e.g., *Shiawase nara* (If You're Happy …). Song Lyrics — Actions Shiawase nara te o tatakou (× 2) — (clapping hands) – *Shiawase nara taido de shimesou yo* – *Sora minna de te o tatakou* — (clapping hands) Use the following phrases to replace the underlined parts above. – *ashi narasou* — (stomp your feet) – *yubi narasou* — (snap your fingers) – *banzai shiyou* — (raise your arms up) – *janpu shiyou* — (jump up and down) – *ojigi shiyou* — (bow) – *zenbu shiyou* — (do them all together)

S–1.1 cognitive

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance language learning?

➢ **Informal Observation**
Observe students as they learn new songs. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., learn short rhymes or songs, incorporating new vocabulary. Offer feedback, encouragement and praise as needed.

MATERIALS

➢ Various Japanese songs, recording equipment (optional).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create classroom posters. Use the rating scale to assess how well students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Poster materials.

➢ **Anecdotal Notes**
Observe students as they learn the action song. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., perform actions to match the words of a song, story or rhyme (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Children's action song.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.1 cognitive a. use simple cognitive strategies, with guidance, to enhance language learning	➢ **Picture Dictionary** Have the students use pictures rather than English words to create personal dictionaries and encourage them to use the images to remember new vocabulary by picturing the image when seeing the word. ➢ **Repetition in Pairs** When teaching new vocabulary for a lexical field, such as classroom, self or friends, present each word orally and have the students repeat the words after you. Focus on a small cluster of words and have students repeat them in pairs. Draw attention to the fact that oral repetition is a strategy to help them learn new words.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple cognitive strategies, with guidance, to enhance language learning?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries.	➢ Student-created picture dictionaries.
➢ **Informal Observation** Observe students as they repeat new vocabulary in pairs. Make mental notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance language learning; e.g., memorize new words by repeating them silently or aloud. Offer feedback, encouragement and praise as needed.	➢ Vocabulary list.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies, with guidance, to enhance language learning **S–1.2 metacognitive**	➤ **Stop, Think and Tell** Have the students engage in a language-learning task, such as learning a tongue twister, reading a short passage or watching a video clip. Tell the students that they will engage in the task as they usually do, except that you will periodically ask them to "stop, think and tell." On your cue, students stop the task, think silently for a moment about what they are doing to help themselves learn and share their learning strategies with the class. ➤ **Coping with Unknown Words** Discuss identifying known and unknown characters and words as a strategy for coping with texts that contain unknown vocabulary. Discuss other strategies for dealing with unknown words, such as looking for contextual clues. ➤ **Learning Log** If students have not done so already, have them create learning logs. Help the students organize their logs into appropriate sections; e.g., word lists, strategies that help me learn, self-assessment, my strengths and weaknesses, goal setting. Have them use the learning logs regularly to become aware of how they think and learn.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., reflect on learning tasks with the guidance of the teacher.

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements.

➢ **Anecdotal Notes**
Observe students as they create and use learning logs. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance language learning; e.g., keep a learning log (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ Highlighters for each student, text, learning logs.

➢ Scribblers or binders to use as learning logs.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.3 social/affective a. use simple social and affective strategies, with guidance, to enhance language learning	➢ **Motivation** Teach the students to use self-talk to build confidence and to reward themselves when successful. Emphasize that making mistakes is a natural part of language learning and encourage the students to take risks and try new approaches and tasks. ➢ **Cooperation Station** Set up several centres or stations of familiar games and activities. Arrange the students into small groups and allow them time to visit all the centres or stations. Encourage the students to work cooperatively in their small groups.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students throughout the year. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they work cooperatively. Students use the checklist to determine if they are able to use simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ None required.

➢ Variety of simple Japanese games and activities.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–2.1 interactive a. use simple interactive strategies, with guidance	➤ **Classroom Interactions** Teach set phrases for classroom interactions; e.g., – *Mou ichido itte kudasai.* (Say it one more time, please.) – *Wakarimasen.* (I don't understand it.) Allow the students to interact freely in Japanese without set dialogue. Have the students practise various strategies during their interactions in Japanese, such as: – using words from their first language to get meaning across – indicating a lack of understanding verbally or nonverbally – asking for clarification or repetition when they do not understand – using the other speaker's words in subsequent conversation – starting again using a different tactic when communication breaks down – repeating part of what someone has said to confirm mutual understanding – asking follow up questions to check for understanding. ➤ **Nonverbal Communication** Ask the students to use nonverbal communication to enhance comprehension during interactions in Japanese; e.g., – bowing – hand gestures associated with *kite kudasai* (signalling by holding the palm down and moving all four fingers toward oneself) – head tilt – looking at the person speaking. Consider video recording students' interactions for review by the students.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interactive strategies, with guidance?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they interact freely in Japanese. Use the checklist to assess if students are able to use simple interactive strategies, with guidance; e.g., ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they interact using nonverbal communication. Students use the checklist to determine if they are able to use simple interactive strategies, with guidance; e.g., interpret and use a variety of nonverbal cues to communicate (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Video recorder (optional).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–2.2 interpretive a. use simple interpretive strategies, with guidance	➢ **Silent Movie** Have the students watch a Japanese movie clip without sound and guess the vocabulary being used. ➢ **Predictions** Encourage the students to make predictions about what they will hear or read based on prior knowledge and personal experience. Have the students record their predictions and afterward, reread them to see if they were correct. ➢ **Skim, Scan** Discuss strategies for dealing with passages in Japanese that are difficult, such as skimming and scanning for words they know, using the words they know to decipher words they do not know or using context to decipher meaning. Have the students work in groups to decipher a passage in Japanese.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple interpretive strategies, with guidance?	
➢ **Anecdotal Notes** Observe students as they interpret a silent movie. Record anecdotal notes of the extent to which students are able to use simple interpretive strategies, with guidance; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Video clip.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to use simple interpretive strategies, with guidance; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience.	➢ None required.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they decipher the text. Students use the rating scale to assess how well they are able to use simple interpretive strategies, with guidance; e.g., infer probable meanings of unknown words or expressions from contextual clues (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Various samples of Japanese texts.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. use simple productive strategies, with guidance	➢ **Copying** Read aloud simple sentences or phrases in Japanese and have the class repeat them. Write simple sentences or phrases in Japanese and have the class copy them.
S–2.3 productive	➢ **The Writing Process** Review the writing process and its five steps: – prewriting (gathering ideas, planning the text, research, organizing the text) – writing – revision (rereading, moving pieces of text, rewriting pieces of text) – correction (grammar, spelling, punctuation) – publication (reprinting, adding illustrations, binding). Have the students follow this process when producing simple texts in Japanese.
	➢ **Look Around ...** Post vocabulary around the room that directly relates to classroom objects. Ensure the posted vocabulary is clearly visible from all parts of the room. For example, label the board and clock. When students need to produce these words in class, encourage them to look for the word in the classroom. Have the students list these new vocabulary words in their learning logs.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple productive strategies, with guidance?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they copy sentences or phrases. Students use the checklist to determine if they are able to use simple productive strategies, with guidance; e.g., copy what others say or write (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they write a simple text. Use the rating scale to assess how well students are able to use simple productive strategies, with guidance; e.g., be aware of and use the steps of the writing process (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment.

MATERIALS

➢ Simple Japanese sentences and phrases.

➢ Computer with word processing/desktop publishing software.

➢ Vocabulary labels.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.1 cognitive a. use simple cognitive strategies, with guidance, to enhance general learning	➢ **Fact or Opinion** When discussing aspects of Japanese culture, help the students categorize statements from a variety of resources on Japanese culture as fact or opinion. Have the students use a graphic organizer, such as a T-chart, to complete this activity (see Appendix D: Graphic Organizers for a T-chart blackline master). ➢ **Taking Notes for Learning** Provide tips for note taking before students begin their first note-taking task; e.g., do not write down everything, ask yourself what seems important, look for key words and ideas, write things in short form. After the students have taken notes during a guest speaker's presentation, ask them to share their notes with the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies, with guidance, to enhance general learning?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they review opinions and facts. Use the rating scale to assess how well students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., distinguish between fact and opinion when using a variety of sources of information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they take notes. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies, with guidance, to enhance general learning; e.g., write down key words and concepts in abbreviated form (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ T-chart.

➢ Guest speaker.

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.2 metacognitive a. use simple metacognitive strategies, with guidance, to enhance general learning	➤ **Evaluating your Learning** Have the students make observations about their own learning processes, using sentence starters such as: – I learn best when I … – I learn in different ways, for example … – When I am tackling a task, I think about … ➤ **Plan of Attack** Teach the students how to divide large tasks into smaller subtasks and to plan in advance when approaching a task. Have the students ask themselves: What are the steps involved in this task? What do I need to complete this task? Where should I start? What is the best way to accomplish the task?

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple metacognitive strategies, with guidance, to enhance general learning?

➢ **Conferencing and Goal Setting**
Meet with students to talk about their observations on their learning processes. Discuss their progress and their ability to use simple metacognitive strategies to help them set future goals; e.g., reflect on learning tasks with the guidance of the teacher.

➢ None required.

➢ **Anecdotal Notes**
Observe students as they plan for a task. Record anecdotal notes of the extent to which students are able to use simple metacognitive strategies, with guidance, to enhance general learning; e.g., make a plan in advance about how to approach a task (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
S–3.3 social/affective a. use simple social and affective strategies, with guidance, to enhance general learning	➢ **Supporting Others** Teach the students phrases that encourage others; e.g., – *Ganbatte.* (Don't give up./Keep going.) – *Sugoi.* (That's super/great.) Teach the students simple words or phrases to attract attention or indicate the need for help; e.g., – *Wakarimasen.* (I don't understand.) – *Sumimasen.* (Excuse me.) – *Shitsumon ga arimasu.* (I have a question.) Discuss the importance of supporting others to help them persevere at learning tasks. Have the students brainstorm different ways of helping others. ➢ **What's Interesting to You?** After a topic is introduced, have the students discuss what they find interesting about it and what they would like to learn more about. Use the interests of students as motivation for learning. Let the students determine the direction their learning will take.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple social and affective strategies, with guidance, to enhance general learning?	
➢ **Anecdotal Notes** Observe students as they discuss and brainstorm ways of helping others. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., use support strategies to help peers persevere at learning tasks (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Informal Observation** Observe students as they discuss their interests. Make mental notes of the extent to which students are able to use simple social and affective strategies, with guidance, to enhance general learning; e.g., follow your natural curiosity and intrinsic motivation to learn. Offer feedback, encouragement and praise as needed.	➢ None required.

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Grade Level Samples for Grade 5

Applications 328

Language Competence 378

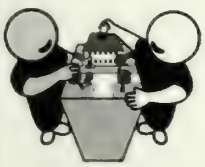
Global Citizenship 440

Strategies 482

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express feelings and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Japanese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret texts
- LC–3 produce texts
- LC–4 interact
- LC–5 apply knowledge of the sociolinguistic/ sociocultural context
- LC–6 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Japanese culture
- GC–2 affirming diversity
- GC–3 personal growth and future opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask for and provide information	➢ **Inside/Outside Circle** Have the students form two circles, one inside the other. With music playing, one circle walks in one direction and the other walks in the opposite direction. When the music stops, have the students interview the classmates opposite them, asking questions such as: – *Nan sai desu ka?* (How old are you?) – *Nan youbi desu ka?* (What day is it?) – *Doko ni sunde imasu ka?* (Where do you live?)
A–1.1 share factual information	➢ **Interview** Create a list of questions that could be asked in a personal interview; e.g., – *Nani doshi desu ka?* (What sign are you?) – *Nan sai desu ka?* (How old are you?) – *Nani ga suki desu ka?* (What do you like?) – *Onamae wa nan desu ka?* (What is your name?) Share the questions with the students and have each student prepare responses to the questions. Have the students take turns being the interviewer and the interviewee to share information about themselves.
	➢ **Introductions** Ask the students to work in pairs interviewing one another to learn personal information. Have the students introduce their partners to the class, using the model provided. – *Watashi/boku no namae wa _____ desu.* (My name is _____.) – *(Friend's name) desu.* (This is _____.) – _____ *sai desu.* (I am _____ years old.) – *(Friend's name) wa _____ sai desu.* (_____ is _____ years old.) Consider video recording the interviews for viewing by the students.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • ask for and provide information?	
➢ **Anecdotal Notes** Observe students as they participate in the inside–outside circle. Record anecdotal notes of the extent to which students are able to ask for and provide information (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Music, audio equipment.
➢ **Conferencing** Meet with the students individually or in small groups to discuss how well they ask for and provide information in Japanese. Ask for information from the students and make notes on how the students respond. Discuss any difficulties they had and possible strategies for dealing with these difficulties.	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to ask for and provide information.	➢ Video recording and viewing equipment (optional).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information b. respond to simple, predictable questions	➢ **Role-play** Ask the students to role-play in pairs questions and responses to elicit information regarding name, age, birthday and location; e.g., – *Onamae wa nan desu ka?* (What's your name?) – *Nan sai desu ka?* (How old are you?) – *Tanjoubi wa itsu desu ka?* (When is your birthday?) – *Doko ni sunde imasu ka?* (Where do you live?) **Extension** Invite a native speaker of Japanese to the classroom and have him or her pose questions to the students. ➢ **Where Are You?** Review vocabulary and grammatical structures related to various locations. Divide the students into pairs or small groups and choose one person to start. The starting student thinks of a location (e.g., room of a house, part of the school, somewhere in the community) and the other students ask questions to guess the student's location. ➢ **What Is the Weather Like?** As part of a daily weather/calendar activity, have the students respond to questions about the date, time, season, weather and temperature.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • respond to simple, predictable questions?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they role-play. Use the checklist to assess if students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they play the question and answer game. Students use the checklist to determine if their peers are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they respond to the questions. Record anecdotal notes of the extent to which students are able to respond to simple, predictable questions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Calendar in Japanese, weather chart.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–1.1 share factual information	c. describe people, places and things	➤ **Describe It!** Review descriptive vocabulary; e.g., colours, big/small, like/dislike, hot/cold. Show various pictures, posters and magazine photographs, and ask the students to describe one or two of the pictures. Then arrange the students into small groups and give each group a picture. Have each group list as many descriptions as they can per picture. If time permits, share the descriptions as a class. ➤ **Poster** Ask the students to create posters with pictures of themselves and family members or from magazines. Have the students label each picture with a description such as he is small; she is young. Invite the students to share their posters and post them in the classroom.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • describe people, places and things?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they describe the pictures. Use the checklist to assess if students are able to describe people, places and things (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Photographs, magazine pictures.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to describe people, places and things (see sample blackline master in Appendix E: Rubric).	➢ Magazines, pictures, scissors, glue, poster paper.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

A–2.1
share ideas, thoughts, feelings, opinions, preferences

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify favourite people, places or things	➤ **Who is Your Favourite?** After watching a simple cartoon movie with the students, discuss who their favourite character is and have them draw a picture of him or her. Ask the students to prepare brief presentations on their favourite characters; e.g., – *Totoro desu.* (This is Totoro.) – *Totoro wa ookii desu.* (Totoro is big.) – *Mori no naka ni sunde imasu.* (Totoro lives in the forest.) Divide the students into pairs or small groups and have them share their presentations. ➤ **Around the World** Display a large map of the world. Invite the students to share their favourite places; e.g., – *Nihon ga suki desu.* (I like Japan.) – *Toukyou ga dai suki desu.* (I really like Tokyo.) ➤ **Favourite Foods** Ask the students about their favourite foods. Have them draw their favourite foods and write sentences about them; e.g., I like ice cream a lot. When the students have finished their drawings, arrange the students into small groups and have them share their favourite foods with group members and practise telling others what group members like; e.g., *Tomu kun wa koora ga suki desu.* (Tom likes cola.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify favourite people, places or things?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they describe their favourite characters. Use the rating scale to assess how well students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Simple Japanese cartoon movies or a popular animated film dubbed in Japanese.
➢ **Anecdotal Notes** Observe students as they discuss their favourite places. Record anecdotal notes of the extent to which students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they discuss their favourite foods in groups. Use the checklist to assess if students are able to identify favourite people, places or things (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

A–2.1 share ideas, thoughts, feelings, opinions, preferences

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. express a personal response to a variety of situations	➤ **How Do I Feel About This?** Post labels with "I like," "I love," "I hate" and "I don't like" on the four walls of the classroom. Instruct the students to move to a wall based on their own personal responses to vocabulary words from a variety of topics. If *aisukuriimu* (ice cream) is called out, students might move to the wall labelled _____ *ga suki desu.* (I like _____.) If *hebi* (snakes) were called out, students might move toward the wall with _____ *ga suki ja nai desu.* (I do not like _____.) Once the students are familiar with the activity, call on individual students to express their personal responses; e.g., *Watashi/boku wa aisukuriimu ga suki desu, hebi ga suki ja nai desu.* (I like ice cream, I do not like snakes.) ➤ **Movie or Book Review** Invite the students to watch a movie or read a book, respond to it using a template and share their reviews with their peers.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a personal response to a variety of situations?	
➢ **Anecdotal Notes** Observe students as they respond to the different words. Record anecdotal notes of the extent to which students are able to express a personal response to a variety of situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Wall labels, tape.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to express a personal response to a variety of situations.	➢ Movie or book, template.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

A–2.1 share ideas, thoughts, feelings, opinions, preferences

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
c. express and respond to basic feelings	➢ **Role-play** Divide the class into small groups. Allow the students time to prepare brief role-plays that include learned expressions related to emotions or feelings and appropriate responses to these feelings; e.g., if one student is demonstrating sadness, the other student(s) tries to comfort him or her. The other students must guess the correct feeling or emotion presented in each role-play. Invite the students to use puppets to dramatize their role-plays. ➢ **Charades** Ask the students to write an emotion or feeling on a piece of paper. Check to ensure that there are a variety of emotions studied. Divide the class into two teams. One student from Team A draws an emotion out of a hat and acts it out for his or her team. If Team A guesses correctly, they receive a point. If they do not guess correctly, Team B may make one guess to steal the point. If Team B guesses correctly, they receive the point. If neither team guesses, no point is gained or lost by either team.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express and respond to basic feelings?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they present role-plays. Use the rubric to evaluate how well students are able to express and respond to basic feelings (see sample blackline master in Appendix E: Rubric).	➢ None required.
➢ **Anecdotal Notes** Observe students as they participate in the game of charades. Record anecdotal notes of the extent to which students are able to express and respond to basic feelings (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

A–3.1
guide actions of others

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. suggest a course of action and respond to a suggestion	➤ **Simon Says** Have the students repeat your actions only if they hear ___ *te kudasai* at the end of your command. If they do not hear ___ *te kudasai,* students should not follow the command. For example: – *Kiite kudasai.* (Listen please.) – *Mite kudasai.* (Look please.) – *Suwatte kudasai.* (Sit please.) – *Tatte kudasai.* (Stand please.) – *Kashite kudasai.* (Lend me please.) – *Shizuka ni shite kudasai.* (Be quiet please.) – *Akete kudasai.* (Open please.) After several rounds, allow different students to give the commands. To further challenge your students, perform an action that does not match the called out command. For example, say, *Suwatte kudasai* and stand up. ➤ **Classroom Commands** As part of the daily classroom routine, have the students practise using commands with each other; e.g., – *Shizuka ni shite kudasai.* (Be quiet please.) Ask the students to record phrases and commands in their personal dictionaries. Encourage the students to use these phrases and commands throughout the year.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- suggest a course of action and respond to a suggestion?

➢ **Anecdotal Notes**
Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before encouraging them to use the phrases and commands. Students use the checklist to determine if they are able to suggest a course of action and respond to a suggestion (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ None required.

➢ Personal dictionaries.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others b. make and respond to a variety of simple requests	➢ **Whose Is This?** Move around the classroom and take various objects from the students. Place these objects at the front of the classroom. Hold up an object and ask, *Dare no ____ desu ka?* (Whose is this?) Students must identify and ask for their own objects back by saying: *Watashi/boku no pen desu. Watashi/boku no nooto desu. Watashi/boku no enpitsu desu.* (This is my pen. This is my notebook. This is my pencil.) ➢ **Please Pass Me** Arrange the students into small groups. Have the students sit in a circle, each with a different object in hand. Have the student take an object from another student and respond to his or her request. For example, Student A takes Student B's ruler. Student B says, *Jougi o kashite kudasai.* (Please pass me the ruler.) Student A returns the ruler and says, *Jougi desu, douzo.* (Here is the ruler.) Student B then takes something from Student C and the pattern continues until all students have had a chance to make and respond to simple requests.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make and respond to a variety of simple requests?

➢ **Anecdotal Notes**
Observe students as they identify their objects. Record anecdotal notes of the extent to which students are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before playing the passing game. Students use the rating scale to assess how well they are able to make and respond to a variety of simple requests (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various student objects.

➢ Classroom objects.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. ask for permission in classroom settings	➢ **Around the Classroom** In preparation for the game, place labels of various names of locations around the classroom; e.g., library, gym, washroom. Ask the students to randomly select a card that directs them to a particular place then ask permission to go to the location. Permission may be granted or withheld at the discretion of the game leader. For example: – *Toshoshitsu ni itte mo ii desu ka?* (May I go to the library?) – *Hai, douzo.* (Yes, you may go to the library.) – *Iie, dame desu.* (No, you cannot go to the library.) If permission is granted, the student proceeds to that location in the classroom. Students take turns being the game leader. ➢ **Classroom Survival** With the students, brainstorm a list of several classroom requests; e.g., – *Toire ni itte mo ii desu ka?* (May I go to the washroom?) – *Mado o akete mo ii desu ka?* (May I open the window?) – *Doa o shimete mo ii desu ka?* (May I close the door?) – *Mizu o nonde mo ii desu ka?* (May I get a drink of water?) – *Pen o kashite kudasai.* (Please lend me a pen.) Post this chart in the classroom for student reference. Throughout the year, encourage the students to refer to the chart to ask for permission.

A–3.1
guide actions of others

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for permission in classroom settings?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before playing Around the Classroom. Use the checklist to assess if students are able to ask for permission in classroom settings (see sample blackline master in Appendix E: Observation Checklist).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before brainstorming classroom requests. Use the checklist to assess if students are able to ask for permission in classroom settings (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Game cards, place labels.

➢ Poster of classroom requests.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. indicate a simple choice from among options	➢ **At the Restaurant** Have the students work in groups to create menus that will be used in role-plays. After reviewing a model dialogue for a restaurant scenario, ask the students to act out a role-play in which they indicate their choices from a menu. ➢ **Class Survey** Put picture cards of selected vocabulary items related to a lexical field on the board and ask the students to choose one that they like. Hand out a survey sheet with a grid that contains all the students' names. Have the students then ask each other what they like best. For example: Student A: *Nani ga suki desu ka?* (What do you like?) Student B: _____ *ga suki desu.* (I like _____.) Student A then checks off the item under Student B's name on the grid. The pattern continues until all students have been interviewed. Together with the class, prepare a graph to show the results of the survey. **Extension** Have the students select vocabulary and prepare a survey for the class. ➢ **I Choose …** Display posters of different celebrations around the classroom; e.g., Christmas, Easter, Hanukkah, Ramadan, Thanksgiving, New Year's Day. Divide the students into groups of four and have them play rock, paper, scissors to decide who will choose first. Each student, in turn, chooses a celebration to act out or draw. After each student has had the opportunity to act out their chosen celebration, have all the students sit in a circle. Ask each student to describe what celebration he or she chose and why he or she chose it.

A–3.2
state personal actions

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- indicate a simple choice from among options?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they role-play choosing from a menu. Use the checklist to assess if students are able to indicate a simple choice from among options (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they ask and answer questions from the survey. Record anecdotal notes of the extent to which students are able to indicate a simple choice from among options (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students. Students use the rating scale to assess how well they are able to indicate a simple choice from among options (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Samples of restaurant menus in Japanese, utensils and plates.

➢ Picture cards of food items.

➢ Pictures or photographs of a variety of holidays and celebrations.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express a wish or a desire to do something	➢ **Millionaire** Divide the students into groups and have them discuss what things they would want to buy and do if they won the lottery. Ask the students to say what they would like to buy and where they would like to go; e.g., – "If I won a million dollars, I would _____." Have the groups share their top five responses with the rest of the class; e.g., *Hawai ni ikimasu.* (I will go to Hawaii.) *Uchi o kaimasu.* (I will buy a house.) **Extension** Ask the students to make posters that show what they would like to do or where they would like to go. Discuss ideas or uses for the money other than buying something for themselves or going on a trip. ➢ **A Free Day** Invite the students to make a list of activities they would like to do if they had a day to do anything they wanted. Have them share the activities with the class using the vocabulary and grammatical structures associated with expressing a wish or desire to do something. **Extension** Plan a Japanese game day by having the students express their wishes to play various games, using a suggestion box. Arrange to play the most popular games requested on the game day. ➢ **Criss-Cross** Review verbs in the *tai* form, such as "drink" and "eat." Ask all the students to stand up. Show a flash card with a picture (or word) of something to drink or eat. Explain that if the flash card is identified correctly, the students in that column will be able to sit down. For example, show a picture of *koora* (cola) and choose a student who raises his or her hand. The student answers, *Koora ga nomitai.* (I want to drink cola.) Because the answer is correct, that column of students gets to sit down. Now indicate that the row of students will be able to sit down when a correct answer has been given. The last student left standing answers with two sentences.

A–3.2
state personal actions

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express a wish or a desire to do something?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to express a wish or a desire to do something.	➢ Poster materials.
➢ **Anecdotal Notes** Observe students as they make lists of activities they would like to do. Record anecdotal notes of the extent to which students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before playing the game. Use the checklist to assess if students are able to express a wish or a desire to do something (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures of various food and drink items; e.g., pop, cake.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

A–3.3 manage group actions

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. ask for help or for clarification of what is being said or done in the group	➤ **Explain, Please** Have the students review school items and basic classroom commands, such as *Shizuka ni shite kudasai.* (Quiet, please.) Divide the students into pairs and give a vocabulary list to one half of the students and a different list to the other half. Ask the students to practise miming, questioning and then identifying the vocabulary items on one another's list. They must ask for help and clarification if they require assistance, using phrases such as – *Wakarimasen.* (I do not understand.) – *Mou ichido onegaishimasu.* (One more time, please.) ➤ **Clarify This for Me** Display charts of classroom survival/clarification language in Japanese. Ask the students to keep a list of these phrases in their personal dictionaries and to use these phrases in everyday activities; e.g., – *Mou ichido onegaishimasu.* (One more time, please.) – *Wakarimasen.* (I do not understand.) – *Motto yukkuri itte kudasai.* (Say it more slowly, please.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask for help or for clarification of what is being said or done in the group?

➢ **Anecdotal Notes**
Observe students as they review with partners. Record anecdotal notes of the extent to which students are able to ask for help or for clarification of what is being said or done in the group (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to ask for help or for clarification of what is being said or done in the group.

MATERIALS

➢ Vocabulary lists.

➢ Charts of everyday functional classroom phrases, personal dictionaries.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

A–4.1
manage personal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. talk about themselves and respond to the talk of others by showing attention or interest	➢ **Self-introduction** Have the students prepare self-introductions and share them with the class. Ask the students in the audience to listen with attention and ask appropriate questions. ➢ **Partner Share** Arrange the students into partners. Allow the students time to talk about themselves and respond to the talk of others by showing attention and interest. ➢ **Poster *Jikoshoukai* (Self-introduction)** On large pieces of poster paper, ask the students to draw themselves and write the following sentences: – *Watashi/Boku wa* _____ *desu.* (I am _____.) – _____ *sai desu.* (I am _____ years old.) – _____ *ga suki desu.* (I like _____.) Ask the students, in groups of three, to introduce themselves orally in front of the class. When the introductions are complete, the posters can be hung around the classroom.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • talk about themselves and respond to the talk of others by showing attention or interest?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they show their self-introductions. Use the rubric to evaluate how well students are able to talk about themselves and respond to the talk of others by showing attention or interest (see sample blackline master in Appendix E: Rubric).	➢ None required.
➢ **Anecdotal Notes** Observe students as they talk with partners about themselves. Record anecdotal notes of the extent to which students are able to talk about themselves and respond to the talk of others by showing attention or interest (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create self-introduction posters. Use the rating scale to assess how well students are able to talk about themselves and respond to the talk of others by showing attention or interest (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Poster materials.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
A–4.1 manage personal relationships	b. express and respond to gratitude	➤ **Thank You So Much!** Review the expressions *arigatou* (thank you) and *iie* (not at all). As a whole class, brainstorm a list of nice things that people can do for each other. Arrange the students into pairs and have each pair create a role-play based on acts of kindness. When Student A does a nice thing for Student B, Student B says, *arigatou* (thank you), and Student A responds, *iie* (not at all). Consider challenging the students by introducing expressions such as *doumo arigatou gozaimashita* (thank you very much) and *dou itashimashite* (you are welcome).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express and respond to gratitude?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they perform role-plays. Use the checklist to assess if students are able to express and respond to gratitude (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships c. apologize and respond to apology	➢ **Manners, Please** Introduce and practise appropriate ways to apologize and refuse politely. Post expressions in the classroom for future reference. For example: – *Sumimasen.* (Excuse me.) – *Iie.* (No, don't mention it.) Arrange the students into partners and have them role-play a scenario in which one student asks another to do something and the other student refuses politely. ➢ **Daily Routine** Teach the students how to say "pardon," "pardon me" and "excuse me." Encourage the students to say these phrases whenever they bump into each other. Review how to say, *Osokunatte sumimasen.* (I am sorry I am late.) Encourage the students use these phrases throughout the year.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • apologize and respond to apology?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before the students role-play. Use the rating scale to assess how well students are able to apologize and respond to apology (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Chart paper, markers.
➢ **Anecdotal Notes** Observe students as they review and practise the expressions. Record anecdotal notes of the extent to which students are able to apologize and respond to apology (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

	SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.1 discover and explore	a. make and talk about personal observations	➢ **How Interesting!** Present the students with an interesting object or visual. Invite the students to make five simple observations about the object or visual. Ask the students to then share their observations with partners and discuss any similarities or differences in their observations. ➢ **Gallery Walk** Invite the students to create paintings and post them around the classroom in a gallery format. Give each student a checklist or commentary sheet and instruct the students to travel around the classroom observing the paintings. As students circulate throughout the room, they complete the checklist or commentary sheet to record their personal observations. Ask the students to share their commentaries with each other.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make and talk about personal observations?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they share their observations with partners. Students use the checklist to determine if they are able to make and talk about personal observations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Objects or visuals.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they participate in the gallery walk. Students use the checklist to determine if their peers are able to make and talk about personal observations (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Checklists or comment sheets, artwork.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. sequence items in different ways A–5.2 gather and organize information	➢ **Clock Labels** Give each student several pieces of paper with different times written on them. Ask the students to place these times on a blank clock and share their answers with partners. ➢ **Sequencing Events** Brainstorm the events of a story with which students are familiar. List all the events on the board. Have the students, in partners or small groups, arrange the events in chronological order. **Alternative Activity** Ask the students to create personal time lines detailing important events in their lives. ➢ **Ordering Sentences** Present groups of connected sentences in random order. Have the students read the sentences, visualize and then indicate a logical order to the sentences.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence items in different ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before labelling the blank clocks. Use the checklist to assess if students are able to sequence items in different ways (see sample blackline master in Appendix E: Observation Checklist).	➢ Blank analogue clocks, labels with clock times.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they sequence events from a story. Students use the checklist to determine if they are able to sequence items in different ways (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they order the sentences. Use the rating scale to assess how well students are able to sequence items in different ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Sentence strips.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. record and share personal knowledge of a topic	➢ **Show and Tell** Ask several students each day to participate in a show and tell activity by preparing five statements to share about an object they have brought to class. Ask the students in the audience to record one interesting fact about each object in a weekly log sheet.
A–5.2 gather and organize information	➢ **Travel Memories** Invite the students to recall a favourite trip they went on to a different community in Canada or another country. Have the students record this information in a graphic organizer, such as a web. Ask the students to use this information to create a tourism brochure. Categories for the brochure could include: – *Nani o shimasu ka?* (What will you do?) – *Nani o kaimasu ka?* (What will you buy?) – *Nani o tabemasu ka?* (What will you eat?) – *Doko ni ikimasu ka?* (Where will you go?)
	➢ **Booklets on Something You Know** Ask the students to choose a topic they are well acquainted with and create a booklet of interesting information about their topic; e.g., dance, animals, cars, camping, sports, a celebrity. Have the students include illustrations and/or clippings and present their booklets to the class. **Alternative Activity** Ask the students to prepare a poster or short children's book on a topic with which they are familiar; e.g., hockey, music. Have the students then prepare brief presentations in which they share their knowledge on the topic.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share personal knowledge of a topic?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in show and tell. Use the checklist to assess if students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Observation Checklist).	➢ Objects from home, log sheet.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create travel brochures. Use the rating scale to assess how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Graphic organizers.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create booklets. Use the rubric to evaluate how well students are able to record and share personal knowledge of a topic (see sample blackline master in Appendix E: Rubric).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
A–5.3 solve problems a. identify a problem, and offer or search for solutions	➢ **Investigate the Situation** Prepare a recorded dialogue about a problematic situation; e.g., a patron is given the wrong food in a restaurant, a visitor to Japan cannot find his or her way back to the hotel. Have the students listen to the recording, identify the problem, and discuss possible solutions in groups. Ask each group to share its solutions with the rest of the class. ➢ **Arrange the Parts** Divide the students into groups and give each group a puzzle; e.g., mathematics problem, logic problem, crossword puzzle, word search. Ask the students to work together to analyze the problem and possible ways to find solutions. Have the students follow their plans and work together to solve the puzzles.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify a problem, and offer or search for solutions?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify a problem, and offer or search for solutions.	➢ Audio equipment, listening station.
➢ **Anecdotal Notes** Observe students as they work in groups to solve problems. Record anecdotal notes of the extent to which students are able to identify a problem, and offer or search for solutions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various puzzles.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.3 solve problems	b. choose between alternative solutions	➢ **Choice Role-play** Divide the students into partners and have them make up their own problems; e.g., you do not like the food you receive at a restaurant, the movie you had planned to see is sold out, your friend wants you to go to a sporting match, but you will miss your favourite television show. Have them discuss and choose possible solutions while practising correct vocabulary and grammatical structures related to making choices. Have the groups present scenarios and their solutions to the class.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- choose between alternative solutions?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they present role-plays. Use the checklist to assess if students are able to choose between alternative solutions (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Problems and possible solutions.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

A–5.4
explore opinions and values

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make connections between behaviour and values; e.g., in texts or role-play	➢ **Character Sketches** After reading a short Japanese story, divide the students into groups and have them list some of the key actions of the main characters. Then have the groups discuss the question: "What do the actions of the characters tell you about them?" Ask the students to make character sketches of the characters, describing them with adjectives based on what they did and how they behaved in the story. Have the groups share their character sketches with one another. ➢ **Value Role-Plays** Give the students a list of values; e.g., love of nature and keeping our environment clean, the importance of money, power and status, and the importance of sportsmanship and fair play. Divide the students into groups and have them create simple role-plays based on these values. Encourage them to express these values through the actions of the characters in their role-plays.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • make connections between behaviour and values?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create character sketches. Students use the checklist to determine if they are able to make connections between behaviour and values (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Story with Japanese characters.
➢ **Anecdotal Notes** Observe students as they present role-plays. Record anecdotal notes of the extent to which students are able to make connections between behaviour and values (see sample blackline master in Appendix E: Anecdotal Notes).	➢ List of values, various props.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize and respect differences of opinion **A–5.4** explore opinions and values	➢ **Family Supper in Japan** Invite the students to watch a video of a family supper in Japan. Ask the students to observe the differences between the observed traditions and those from their own culture. After the video, have the students share their thoughts and opinions on those differences. Discuss the students' different opinions and encourage the students to respect the opinions of others and understand that everyone does not have to have the same opinion. ➢ **What Do You Think?** Present the class with a unique piece of sculpture or a painting. Invite the students to express their own opinions, accept the opinions of others and realize there are no correct or incorrect responses. Discuss the students' different opinions and encourage the students to respect the opinions of others and understand that everyone does not have to have the same opinion.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and respect differences of opinion?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize and respect differences of opinion.	➢ Video of a family supper or tradition in Japan.
➢ **Anecdotal Notes** Observe students as they discuss their differences of opinion. Record anecdotal notes of the extent to which students are able to recognize and respect differences of opinion (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Unique piece of sculpture or painting.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun	➢ **Simon Says** Have the students repeat your actions only if they hear "Simon says" at the beginning of the commands. For example, Simon says, "listen." Encourage the students to demonstrate listening by holding their ears. Other commands that could be used include: – *mite* (look) – *suwatte* (sit) – *tabete* (eat) – *shizuka ni shite* (be quiet) – *hon o akete* (open your book) – *doa o shimete* (close the door) After several rounds, have a student come to the front to be "Simon." To further challenge your students, perform an action that does not match the called out expression. For example, Simon says, "listen" while putting your hands on your head.
A–6.1 humour/fun	➢ **What Time Is It, Mr. Wolf?** Engage the students in the game of *Ookami san, nan ji desu ka?* (What Time Is It, Mr. Wolf?). Take the students to the gymnasium or another appropriate location. Stand at one end of the gym with your back to the students. Have the students line up shoulder-to-shoulder at the opposite end of the room. The students, in unison, ask, *Ookami san, nan ji desu ka?* (What time is it, Mr. Wolf?) Reply with a time; e.g., *yoji desu* (four o'clock). Together, the students take four steps and count aloud in Japanese as they step forward; e.g., *ichi, ni, san, yon* (one, two, three, four). Eventually, once the students are close, respond by saying *tabechau zo* (I'm going to eat you) and chase the students. The tagged students become *ookami* (wolves). The game continues until there is only one student left. **Extension** Allow the students to choose activities or games that they think are fun.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language for fun?

➤ **Anecdotal Notes**
Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to use the language for fun (see sample blackline master in Appendix E: Anecdotal Notes).

➤ **Rating Scale**
Create an outcome-based rating scale and share it with students before playing the game. Use the rating scale to assess how well students are able to use the language for fun (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➤ None required.

➤ Large playing area.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively	➢ **What Are They Saying?** Copy a page from a comic book and white out certain words, phrases or the entire dialogue. Ask the students to fill in the dialogue that is missing. Alternatively, have the students create their own comic stories by creating a series of drawings with dialogue and/or captions. Consider binding them in a class book. ➢ **Compose Your Own Song** Have the students, in groups of three or four, create simple songs using vocabulary students have learned in class, such as numbers or days of the week, and a familiar tune; e.g., Are you sleeping?, Twinkle, Twinkle. Have them perform their songs for the other groups. ➢ **Collages and Word Art** Have the students create collages to depict groups of related vocabulary words; e.g., weather, transportation, feelings. Display these collages in the classroom. Have the students use computers to create word art in Japanese. Have them play with the size of the font, italics, underlining, colour and boldface. Encourage the students to convey meaning in their font choices; e.g., Small ちいさい　BIG おおきい　*Tired つかれた*　ANGRY! おこった ➢ **Let's Mime** Review basic vocabulary related to a previously studied lexical field and write these words on small flash cards. Divide the students into teams of three or four and give each team a chalk board or a piece of paper on which to write. A student from the first team comes to the front of the classroom and draws a card from the pile of flash cards. He or she then mimes the vocabulary for the entire group. Teams write down their answers on paper or chalk boards. After 10 seconds, have the teams share their answers at the same time. Teams with the correct answer will be rewarded a point. Continue the game until all students have had an opportunity to mime a vocabulary word.

A–6.2
creative/aesthetic purposes

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- use the language creatively?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create comic books. Students use the checklist to determine if their peers are able to use the language creatively (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create songs. Students use the checklist to determine if they are able to use the language creatively (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they create collages and word art. Record anecdotal notes of the extent to which students are able to use the language creatively (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before playing the mime game. Use the checklist to assess if students are able to use the language creatively (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Comic strips or pages from a comic book.

➢ Several well-known songs, jingles, nursery rhymes.

➢ Magazines, scissors, glue, computers, printer.

➢ Vocabulary words written on flash cards, mini chalkboards or whiteboards (if available).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Personal Dictionary** Ask the students to create personal dictionaries of Japanese vocabulary they find particularly interesting or fun to say. Have them illustrate the words and present them in an inventive way. Students can add to their dictionaries throughout the year. For example: Animal sounds – *wan wan* (bark bark) – *buu buu* (oink oink) – *kero kero* (ribbit ribbit) – *mee mee* (baa baa) ➢ **Let's Sing!** Teach the students the lyrics to a Japanese song. Consider presenting the song to other students in the school during a school-wide assembly; e.g., *Sakura* (Sakura), *Kira kira boshi* (Twinkle Twinkle, Little Star). ➢ **Enjoy Your Time** Allow the students some free time to participate in activities that they personally enjoy; e.g., watching Japanese cartoons, playing charades.

A–6.3
personal enjoyment

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language for personal enjoyment?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create personal dictionaries. Students use the checklist to determine if they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they sing a song. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Popular Japanese songs and their lyrics.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they enjoy free time. Students use the rating scale to assess how well they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Variety of activities.

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Language Competence

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and pronounce most kana-based (moraic) sounds *(continued)*	➢ ***Karuta* Card Game** Divide the students into pairs or groups of four. Give each group a set of hiragana (46 characters) cut into individual cards. Spread the cards on desks in front of students. Call out one of the characters and the first student to slap the correct character takes the card. Game play continues until all cards are taken.
LC–1.1 sound system	➢ **Distinguishing Sounds** Call out difficult kana sounds and have the students respond in one way for one sound and another way for the other sound; e.g., stand/crouch; thumbs up/thumbs down. Sounds to use include: – long vowels – double consonants – *ga/ka* – *ba/pa* – *chi/ji* – *tsu/su.*
	➢ **Move and Say Game** Choose three hiragana words with different numbers of mora; e.g., *hashi, tsukue, enpitsu.* (chop sticks, desk, pencil) Have the students play *janken* in pairs. The winners get to move along the course, one section for each hiragana mora. The players say the word as they move. – Win with paper *e-n-pi-tsu*—four mora sounds (longest word). – Win with scissors *tsu-ku-e*—three mora sounds. – Win with stone *ho-n*—two mora sounds (shortest word). The game continues until one player reaches a goal line.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and pronounce most kana-based (moraic) sounds?	
➢ **Anecdotal Notes** Observe students as they play the card game. Record anecdotal notes of the extent to which students are able to recognize and pronounce most kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Set of hiragana cut into individual cards (one per group).
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before the students identify different sounds. Use the checklist to assess if students are able to recognize and pronounce most kana-based (moraic) sounds (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before playing the game. Students use the checklist to determine if they are able to recognize and pronounce most kana-based (moraic) sounds (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Large playing area, cards with hiragana words written on them.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–1.1 sound system	a. recognize and pronounce most kana-based (moraic) sounds	➢ **Telephone Game** Divide the class into four rows of equal number. Whisper or show the students at the back of each row one kana character or a simple word written in hiragana. On your signal, have the students at the back of each row whisper the word to the student in front of them. Once the word reaches the students at the front, they write down what they heard on a piece of paper. Share the student responses once all words have been recorded.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and pronounce most kana-based (moraic) sounds?	
➢ **Anecdotal Notes** Observe students as they play the telephone game. Record anecdotal notes of the extent to which students are able to recognize and pronounce most kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Vocabulary words written on flash cards, hiragana chart posted in classroom.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system b. pronounce familiar words and phrases properly	➢ **Ticket Out the Door** As an exit activity, have the students say something to you before they leave the room; e.g., greetings, farewells, classroom words, a body part, a food item. This could be extended to include more complex sentences. ➢ **Telephone Game** Divide the students into teams. Whisper a word or phrase to the first player of each team. That word is whispered down the line of players in each team. The last member of each team says the word spoken to them. If the last player's word is correct, the team gets a point. Rotate the order of the players so that there is a new first player and continue with another word or phrase to whisper down the line.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- pronounce familiar words and phrases properly?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they complete the exit activity. Use the checklist to assess if students are able to pronounce familiar words and phrases properly (see sample blackline master in Appendix E: Observation Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they play the game. Students use the checklist to determine if their peers are able to pronounce familiar words and phrases properly (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system c. recognize familiar borrowed words; e.g., Canada	➤ **Loan Words** Write a list of "loan words" on the board and have the students guess the meaning of each word; e.g., – *Kanada* (Canada) – *intaanetto* (Internet) – *koora* (cola) – *seetaa* (sweater) – *sakkaa* (soccer) – *keeki* (cake). ➤ **Borrowed Words Relay** Arrange the students into rows—each row is one team. Give the first person in each team a blank piece of paper. On your signal, the first students write one "borrowed word" and pass the paper to the students behind them. The second students write a borrowed word on the paper. Game play continues until all students have recorded a borrowed word. Award the teams one point per correct borrowed word.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize familiar borrowed words?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize familiar borrowed words.	➢ List of borrowed words.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before playing the borrowed words relay. Use the checklist to assess if students are able to recognize familiar borrowed words (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. write basic hiragana	➢ **Personal Dictionaries** Throughout the year as students learn new words and phrases, encourage them to use hiragana in their personal dictionaries and word lists.
	➢ **Calligraphy** Give each student a *fude* brush (traditional writing brush), water, paint and a large piece of paper. Ask the students to practise writing basic hiragana using the paintbrush and ink. Post the finished work for others to view.
	➢ **Finger Writing** Ask the students to work in pairs, writing basic hiragana using their fingers on the back of their partners. The students guess the hiragana written on their backs.

LC–1.2
writing systems

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • write basic hiragana?	
➢ **Anecdotal Notes** Observe students as they add to their personal dictionaries. Record anecdotal notes of the extent to which students are able to write basic hiragana (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they practise writing basic hiragana. Use the rating scale to assess how well students are able to write basic hiragana (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ *Fude* brushes, ink, water.
➢ **Informal Observation** Observe students as they write and guess the hiragana. Make mental notes of the extent to which students are able to write basic hiragana. Offer feedback, encouragement and praise as needed.	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 writing systems b. read the complete hiragana system	➢ **Word Searches** Create a word search with hiragana words; e.g., using software such as www.puzzlemaker.com. Allow the students time to complete the word searches either individually or in pairs. ➢ **Partner Reading** Arrange the students into pairs and have them take turns reading the complete hiragana system.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- read the complete hiragana system?

➢ **Anecdotal Notes**
Observe students as they complete the word searches. Record anecdotal notes of the extent to which students are able to read the complete hiragana system (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they read with partners. Students use the checklist to determine if they are able to read the complete hiragana system (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Hiragana word searches (www.puzzlemaker.com).

➢ Complete hiragana chart.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 writing systems c. recognize and copy some familiar words in katakana	➢ **Classroom Objects** Label several classroom objects in katakana; e.g., *doa* (door), *terebi* (television), *sutereo* (stereo), *konpyuutaa* (computer). Ask the students to copy the katakana words in their personal dictionaries and include the English translations. ➢ **Picture Books** Have the students create simple picture books based on a lexical field studied. Encourage the students to draw pictures and label them using the appropriate katakana words.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and copy some familiar words in katakana?	
➢ **Anecdotal Notes** Observe students as they copy katakana words into their dictionaries. Record anecdotal notes of the extent to which students are able to recognize and copy some familiar words in katakana (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Index cards or classroom object labels.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create picture books. Use the rubric to evaluate how well students are able to recognize and copy some familiar words in katakana (see sample blackline master in Appendix E: Rubric).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 writing systems d. copy familiar phrases and sentences	➢ **Phrase Relays** Arrange the students into rows. Write a familiar phrase or sentence on the board (katakana or hiragana). Have the students in the first row race to copy the phrase on a piece of paper and pass it to the person behind them. The second students copy the same word or phrase and pass it to the person behind them. Game play continues until all students have copied the word or phrase. Award the teams one point per correctly copied word or phrase. ➢ **Pass it Along** Arrange the students into small groups. Have one student begin by writing a word or phrase in katakana or hiragana. Have him or her then pass it to his or her neighbour, who copies the word or phrase and then writes a new word or phrase. Game play continues until each student has had a chance to participate.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • copy familiar phrases and sentences?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before playing the phrase relay. Use the checklist to assess if students are able to copy familiar phrases and sentences (see sample blackline master in Appendix E: Observation Checklist).	➢ Phrases in katakana and hiragana.
➢ **Anecdotal Notes** Observe students as they copy the word or phrase. Record anecdotal notes of the extent to which students are able to copy familiar phrases and sentences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – food – family/pets – house – school – any other lexical fields that meet their needs and interests *(continued)*	➢ **School Map** Arrange the students into small groups and have them label the various locations of the school in Japanese; e.g., *toshoshitsu* (library). ➢ **Word Relay** Divide the board so that each team gets its own space. Give the first team members a piece of chalk/marker. Choose a lexical field; e.g., food, family, pets, house, school. Say *hajime* (let's begin) and the first person from each team runs to the board and writes a word on topic and then goes back and passes the chalk/marker to the next person. The relay continues until all students have written a word. **Extension** Ask the students to develop lists of words in their personal dictionaries that are related to a particular lexical field. Have them add to these lists throughout the year. ➢ **Out of Bounds** If there are empty desks in the room, remove them or mark them "out of bounds." Students may not use these desks during the game. Start by stating in Japanese, "All students who were born in January, change seats." These students must not stay in their own desks or use one that has been marked "out of bounds." The student left without a desk becomes the *touban* (rotating classroom leader) and, with help, gives a new command that will allow him or her to find a seat. Vary the commands to include clothing items, colour of clothing, hair colour or favourite foods.

LC–1.3
lexicon

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➢ **Anecdotal Notes**
Observe students as they label school maps. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before the word relay. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they play the game. Students use the checklist to determine if they are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Maps of the school.

➢ None required.

➢ "Out of bounds" labels.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.3 lexicon a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: – food – family/pets – house – school – any other lexical fields that meet their needs and interests	➢ **All About Me** Ask the students to bring in posters with pictures of themselves, their home/family and any pets they may have. On the posters, students should include a variety of words and phrases related to the lexical field. Ask the students to prepare brief presentations to explain their posters to their classmates.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and present posters. Use the rubric to evaluate how well students are able to use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Poster materials.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use, in modelled situations,★ the following grammatical elements: • V て(ください) • V ましょう • V ませんか • NaAです • N じゃないです /じゃありません • V *te (kudasai)* • V *mashou* • V *masen ka* • NaA *desu* • N *ja nai desu/ja arimasen* **LC–1.4** grammatical elements	➤ **Memory Game** Divide students into groups. Give each group a picture of a scene that contains various objects or vocabulary words that students recognize. Allow the students a certain period of time to memorize all the objects in the picture. Remove the pictures and ask the students, *Neko wa imasu ka?* (Is there a cat?) Invite the students to share their answers. ➤ **Simon Says** Call out ___ *te kudasai* expressions and mime those expressions at the same time. Ask the students to listen and mime Simon's actions only if Simon says please. For example: – *Kiite kudasai.* (Please listen.) – *Mite kudasai.* (Please look.) – *Suwatte kudasai.* (Please sit.) – *Tatte kudasai.* (Please stand.) – *Shizuka ni shite kudasai.* (Please be quiet.) – *Akete kudasai.* (Please open.) – *Shimete kudasai.* (Please close.) Variation 1: Have a skilled student become Simon. Variation 2: Simon performs an action that does not match the called out expression; e.g., call out *suwatte kudasai* (please sit) but stand up. ➤ **Bumped My Head** Walk into the classroom and pretend to bump your head. Pretend to feel confused. Pick up objects and begin asking, *Kore wa enpitsu desu ka?* (Is this a pencil?) Invite the students to respond with *Sore wa enpitsu ja nai desu.* (That is not a pencil.) **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, in modelled situations, the [given] grammatical elements?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they play the memory game. Students use the checklist to determine if their peers are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Pictures of vocabulary words.
➢ **Anecdotal Notes** Observe students as they play Simon Says. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play the game. Use the checklist to assess if students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements b. use, in structured situations,★ the following grammatical elements: • V ます/ません • A い(です) • V *masu/masen* • A *i* (*desu*)	➤ **Guess the masu** Have the students take a card from a box that has a *masu* form verb. Ask the students to perform the action for their group members. Group members try to guess the *masu* verb. Example verbs: – *yomimasu* (read) – *tabemasu* (eat) – *benkyou shimasu* (study) – *nomimasu* (drink) – *tenisu o shimasu* (play tennis) **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, in structured situations, the [given] grammatical elements?	
➢ **Informal Observation** Observe students as they guess the verbs. Make mental notes of the extent to which students are able to use, in structured situations, the given grammatical elements. Offer feedback, encouragement and praise as needed.	➢ Verb cards, box.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. use, independently and consistently,★ the following grammatical elements: • N です • N が すきです • N を ください • N *desu* • N *ga suki desu* • N *o kudasai* **LC–1.4** grammatical elements	➢ **I Like/I Don't Like** Review the sentence patterns *… ga suki desu* (I like …) and *… ga suki dewa/ja nai desu* (I do not like …). Have the students form pairs and each pair draws a circle with a line down the centre of a large sheet of paper. Ask the students to draw foods they like on one half and foods they dislike on the other half. Have the pairs then discuss their choices in Japanese. Encourage the students to refer to vocabulary charts posted in the classroom. ➢ **Little by Little** To review the vocabulary of a certain theme, prepare pictures of various items. Also prepare large poster paper that can hide the pictures. Show a covered picture to students and slowly uncover the picture while asking *Kore wa nan desu ka?* (What is this?) Have the students respond, ___ *desu.* (It is ___.) **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use, independently and consistently, the [given] grammatical elements?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they identify their likes and dislikes. Use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).	➢ Large pieces of paper, one per group.
➢ **Anecdotal Notes** Observe students as they identify the pictures. Record anecdotal notes of the extent to which students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster paper, pictures of various items.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple oral texts on familiar topics in guided situations	➢ **Listening** Read a short, simple text (two or three sentences) to the students on a previously studied subject or theme; e.g., family, pets, food. Have the students answer simple questions about the text individually or in groups. Alternatively, have the students draw pictures based on the simple text.
LC–2.1 listening	➢ **Who Is It?** Post several pictures of different people, numbering each picture. Describe each person without telling the students who you are describing. Have the students guess who you are describing by providing the name or number of that person. **Extension** Have the students listen to a simple description of a person or animal and draw a picture based on the description.
	➢ **Restaurant Requests** Give each student a checklist of items from a restaurant menu. Have the students listen to a dialogue based on a restaurant scenario and have them check off the menu items mentioned.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand short, simple oral texts on familiar topics in guided situations?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they listen to a simple text. Use the rating scale to assess how well students are able to understand short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Short, simple Japanese text.
➢ **Anecdotal Notes** Observe students as they identify people based on descriptions. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Numbered pictures of different people.
➢ **Informal Observation** Observe students as they identify the menu items mentioned in the dialogue. Make mental notes of the extent to which students are able to express simple preferences. Offer feedback, encouragement and praise as needed.	➢ Recording of a restaurant dialogue, restaurant menu checklists.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple written sentences in guided situations	➢ **Matching** Create a worksheet with various sentences and corresponding pictures. Have the students match the phrases with the appropriate pictures. For example: – *Mado o akete kudasai.* (Open the window, please.) – *Hon o yonde kudasai.* (Read the book, please.) Review the worksheets as a class.
LC–2.2 reading	➢ **Japanese Recipes** Divide the students into groups and have them research simple Japanese recipes on the Internet or in books and magazines. Address any new vocabulary. Have each group present its favourite recipe to the class, and if possible, prepare the item and share the product. Compile a class recipe book for students, encouraging them to try the recipes at home. **Caution** Students should be monitored when they use the Internet.
	➢ **Read All About It!** Introduce a short text of a few sentences on a previously studied lexical field; e.g., house, school, food, pets. Allow the students to read the sentences individually, highlighting words and/or phrases they know and understand. Arrange the students into small groups and have them work together to draw a picture of what they read. Once all groups have finished, discuss the sentences as a class.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written sentences in guided situations?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they complete the matching worksheet. Students use the checklist to determine if they are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they research Japanese recipes. Students use the checklist to determine if their peers are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read the simple text. Use the checklist to assess if students are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Matching worksheets.

➢ Web sites, magazines and books that contain recipes for traditional Japanese foods, ingredients to make those recipes, cooking equipment, dishes, cutlery.

➢ Short, simple text.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.3 viewing and nonverbal interpretation a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	➢ **Matching the Kanji** Show pictures such as mountains, trees, fire, people, rivers, eyes and mouths. Ask the students to match the correct kanji to each picture. ➢ **Printed Material** Give the students an opportunity to view a variety of Japanese language newspapers, magazines, children's books, calendars, greeting cards, promotional flyers, movies, television guides, book jackets and CD covers. Ask the students to group the items based on various categories by topic of interest; e.g., sports, music, fashion. Discuss the groupings as a class and discuss strategies used by the students to derive meaning from the content of the material.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before matching the kanji to the pictures. Use the rating scale to assess how well students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Various pictures and corresponding kanji.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they categorize the various texts. Use the checklist to assess if students are able to derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Japanese newspaper articles, magazines, children's books and other visual text samples.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce short, simple spoken sentences in guided situations	➢ **Origami Finger Game** Have the students create an origami cut-and-fold finger game. On the four outside sections, have the students spell out four different colours. On the eight middle sections, have them spell out eight numbers. On the inside sections, have them write eight common questions related to the themes being studied and using the vocabulary they have learned. Invite the students to play their Origami Finger Game with each other. Encourage the students to use Japanese as much as possible.
	➢ **Skit or Puppet Play** Have the students, in small groups, perform a skit or puppet play using simple sentences and dialogue based on lexical fields previously studied.
	➢ **Thematic Collages** Invite the students to cut out pictures from magazines and prepare collages related to a lexical field previously studied. Have the students work in small groups and take turns describing one of the pictures in the collage in Japanese. The other group members must try to guess which picture is being described.

LC–3.1
speaking

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce short, simple spoken sentences in guided situations?

➢ **Anecdotal Notes**
Observe students as they play the Origami Finger Game. Record anecdotal notes of the extent to which students are able to produce short, simple spoken sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they perform skits or puppet plays. Students use the checklist to determine if they are able to produce short, simple spoken sentences in guided situations. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they take turns describing pictures. Use the rating scale to assess how well students are able to produce short, simple spoken sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Origami Finger Game directions.

➢ Puppets (optional).

➢ Magazine pictures, scissors, glue.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce short, simple written sentences in guided situations	➤ **Magazine Captions** Arrange the students into small groups and give each group several magazines. Have the students choose two or three pictures and glue them onto a piece of paper. Ask the students to then write one or two sentences to describe the magazine pictures; e.g., picture of two children eating breakfast—*Hottokeeki o tabemasu.* (He eats pancakes.) *Orenji juusu o nomimasu.* (She drinks orange juice.)
LC–3.2 writing	➤ **Greeting Cards** Based on a model, have the students write invitation, graduation, congratulatory, birthday or thank-you cards. Ask the students to illustrate the cards and give them to a family member or friend.
	➤ **What Will You Do This Weekend?** Ask the students to create a simple plan for their upcoming weekend. Have them write short sentences describing what they will do. Once their plans are completed, invite the students to share their plans with each other.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce short, simple written sentences in guided situations?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they describe the magazine pictures. Use the rating scale to assess how well students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Anecdotal Notes**
Observe students as they create greeting cards. Record anecdotal notes of the extent to which students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create plans for the weekend. Use the rubric to evaluate how well students are able to produce short, simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Magazines, scissors, glue.

➢ Card samples, markers, computer, printer.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	➢ **Nonverbal Gestures** Have the students respond to Japanese greetings and classroom instructions with appropriate nonverbal Japanese gestures; e.g., *ohayou gozaimasu* (bowing), *kite kudasai* (motioning with palm down and waving toward one's body).
LC–3.3 representing	➢ **Poster Project** Invite the students to create theme-related posters; e.g., Japanese foods, sports, hobbies, cultural traditions. Have the students write the titles of their posters in Japanese and present their posters to the class. **Alternative Activity** Ask the students to create an advertisement about themselves, their hobbies and interests using visuals. Invite them to share their "self" advertisements with classmates.
	➢ **Picture Wall** Have the students take pictures or draw pictures of classroom events and field trips. Ask them to work with a partner to write simple captions to accompany the pictures and display them on a wall to tell a story of the event.
	➢ **Digital Slide Show Presentation** Divide the students into groups and assign each group a topic or theme that they are to research; e.g., cultural traditions in Japan. Have the groups prepare digital slide shows with information on the topic, being sure to include graphics such as pictures, graphs, maps and charts.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before using nonverbal Japanese gestures. Use the checklist to assess if students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create posters. Students use the checklist to determine if they are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Poster materials.
➢ **Anecdotal Notes** Observe students as they create a picture wall. Record anecdotal notes of the extent to which students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Camera, photographs, markers, tape.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create digital slide shows. Use the rating scale to assess how well students are able to use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Digital slide show software, graphics, clip art.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using simple sentences	➢ **Classroom Dialogues** Divide the students into pairs and provide time for them to prepare brief dialogues, using Japanese vocabulary and expressions related to the classroom. These dialogues can be presented to the class. For example: – *Enpitsu o kashite kudasai.* (Lend me a pencil, please.) – *Kami o kudasai.* (Give me a paper, please.) – *Toire ni itte mo ii desu ka?* (May I go to the bathroom, please?) – *Mizu o nonde mo ii desu ka?* (May I drink some water, please?) – *Nani iro desu ka?* (What colour is it?) – *Nan sai desu ka?* (How old are you?) – *Nan gatsu desu ka?* (What month is it?) – *Nani doshi desu ka?* (What sign are you?) – *Douzo.* (Here you are. /Go ahead.)
	➢ **Survey and Report** Have the students conduct a survey of classmates on their favourites (e.g., food, animals) using questioning techniques learned. Provide the students with sample Japanese questions, such as: – *Ichiban sukina tabemono wa nan desu ka?* (What is your favourite food?) – *Petto o katte imasu ka?* (Do you have any pets?) Ask the students to respond in Japanese. Have the students tally and graph the results and share this information with the class.
	➢ **Thirteen Questions** Prepare a list of thirteen common questions and display the list for the class. With partners or in small groups, have students take turns drawing from a deck of cards. Depending on the number of the card drawn (1 to 13; Ace=1), students ask their partners or group members the corresponding question. A point is awarded for each correct response.

LC–4.1
interactive fluency

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in simple interactions, using simple sentences?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they prepare dialogues. Use the checklist to assess if students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Self-assessment Rating Scale/Anecdotal Notes** Create an outcome-based self-assessment rating scale and share it with students before they conduct the survey. Students use the rating scale to assess how well they are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Self-assessment Rating Scale). Observe students as they conduct the survey. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Graph paper.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to engage in simple interactions, using simple sentences.	➢ Thirteen questions, one deck of cards per group.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that some topics, words or intonations are inappropriate in certain contexts	➤ **Watch Your Language** Teach the students to properly address each other. Review with students the honorific endings: *kun*, *chan*, *san* and *sensei*. Ask the students to create role-plays to demonstrate the proper use of these endings.
LC–5.1 register	➤ **Greetings with People** Teach the students to recognize formal versus informal greetings and farewells; e.g., *ohayou* (morning) versus *ohayou gozaimasu* (good morning); *jaa ne* (see you) versus *mata ashita* (see you again tomorrow). Invite the students to pretend to be various people and have them practise greeting each other. For example, a 10-year-old greets the mother of a friend; a 12-year-old greets a classmate.
	➤ **Formality** Teach the students to recognize formal versus informal requests; e.g., *mou ichido* (one more time) versus *mou ichido itte kudasai* (please say it one more time). Ask the students to create short skits to present to the class. For example, a teacher asks a student to repeat something; a student asks the teacher to repeat something.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that some topics, words or intonations are inappropriate in certain contexts?	
➢ **Anecdotal Notes** Observe students as they create role-plays. Record anecdotal notes of the extent to which students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they practise different greetings. Use the checklist to assess if students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create short skits. Use the rating scale to assess how well students are able to recognize that some topics, words or intonations are inappropriate in certain contexts (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. imitate idiomatic expressions; e.g., *ohayou gozaimasu, arigatou gozaimasu*	➢ **Using Idiomatic Expressions** Demonstrate a conversation between two people using puppets. Arrange the students into partners and allow them time to create and practise their own puppet role-plays, using idiomatic expressions; e.g., Food – *Itadakimasu.* (Let's eat—expression used before eating.) – *Gochisousama deshita.* (It was a nice meal—expression used after finishing a meal.) House – *Tadaima.* (I'm home—expression used upon arriving back.) – *Okaerinasai.* (Welcome home—expression used to welcome someone back.) Divide the students into groups and have them demonstrate their puppet role-plays based on these expressions. **Extension** Ask the students to keep an ongoing list or chart of idiomatic expressions and note when these expressions have been used in class. Invite the students to illustrate the expressions for display or inclusion in the personal dictionaries.

LC–5.2
idiomatic expressions

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate idiomatic expressions?	
➢ **Anecdotal Notes** Observe students as they present puppet role-plays. Record anecdotal notes of the extent to which students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ List of idiomatic expressions.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. acknowledge and accept individual differences in speech	➢ ***Anime* Expressions** Prepare five or six phrases taken from an *anime* (video cartoons). As the students watch, have them identify which character said which phrase. Following the *anime,* lead the students through a discussion of the age and gender of the characters and how each character spoke. Discuss with the students the differences in speech. ➢ **Japanese Around the World** View or listen to several video or audio presentations in which people from different parts of Japan are speaking. Lead a guided discussion in recognizing the variety of individual differences in the Japanese language; e.g., accent, vocabulary, intonation, rate of speech. Afterward, lead the students in creating a Venn diagram comparing and contrasting two different speakers. Students can focus on idiomatic expressions, accent and other differences in speech between the two speakers. Class discussion could follow on variances in accent and idiomatic expressions used in the English language (speakers from the UK, Australia, different regions of Canada.) ➢ **Japanese Drama** Discuss with students how Japanese male and female speakers differ. Show a video clip of a Japanese drama and encourage students to watch for any differences or similarities in speech. After the clip, brainstorm a list of differences in speech.

LC–5.3
variations in language

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • acknowledge and accept individual differences in speech?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to acknowledge and accept individual differences in speech.	➢ *Anime.*
➢ **Anecdotal Notes** Observe students as they create Venn diagrams to compare different speakers. Record anecdotal notes of the extent to which students are able to acknowledge and accept individual differences in speech (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Video or audio recordings of Japanese speakers.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to acknowledge and accept individual differences in speech.	➢ Japanese drama, video.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

LC–5.4
social conventions

SPCIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use basic conventions of politeness	➢ **Think Fast Role-play** Review functional classroom phrases associated with politeness; e.g., – *Douzo.* (Please.) – *Arigatou.* (Thank you.) – *Sumimasen.* (Sorry.) – *Gomennasai.* (Sorry.) – *Osokunatte sumimasen.* (Sorry for being late.) – *Toire ni itte mo ii desu ka?* (May I go to the bathroom, please?) – *Ohayou gozaimasu, kouchou sensei.* [with a bow] (Good morning, principal.) – *Hajimemashite douzo yoroshiku.* [with a bow] (Nice to meet you.) Organize the students into groups of two or three. Give the students two minutes to prepare brief dialogues that represent social scenarios in which they act out basic conventions of courtesy. After the two-minute time limit, ask the student groups to act out the scenarios for their classmates. Example scenarios might include entering a classroom late, accidentally bumping into someone, asking to go to the bathroom, meeting the principal in school, meeting someone for the first time. Consider video recording these role-plays. ➢ **Manners, Please!** Brainstorm with students ways in which we show courtesy or manners. Make a list and record phrases or actions on the board. Ask the students to create posters and charts of associated expressions related to conventions of courtesy and post them in the classroom; e.g., – *Ohayou gozaimasu.* (Good morning.) – *Konnichiwa.* (Hello.) – *Konbanwa.* (Good evening.) – *Ogenki desu ka?* (How are you?) – *Sumimasen/gomennasai.* (Sorry.) – *Sumimasen.* (Excuse me.) – bowing – listening carefully without interrupting

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use basic conventions of politeness?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they perform role-plays. Use the checklist to assess if students are able to use basic conventions of politeness (see sample blackline master in Appendix E: Observation Checklist).	➢ Various props, video recording and viewing equipment.
➢ **Anecdotal Notes** Observe students as they create posters. Record anecdotal notes of the extent to which students are able to use basic conventions of politeness (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various props, video recording and viewing equipment.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.4 social conventions b. use appropriate oral forms of address for people frequently encountered	➢ **Appropriate Greetings** Review and practise appropriate formal and informal greetings and farewells with students; e.g., *ohayou* (morning) versus *ohayou gozaimasu* (good morning). While you may use *mou ichido* (say it again) with students, students should use the more formal *mou ichido itte kudasai* (please say it again). This is also true for classroom instructions; e.g., *tatte* (stand) versus *tatte kudasai* (stand, please). ➢ **Honorifics Role-play** Review the importance of honorifics. Ask the students to create role-plays demonstrating the appropriate use of honorifics *san* (Mr./Ms.) and *kun* (for young male) when addressing fellow students, and *sensei* (Mr./Ms./Mrs. for teachers) when addressing teachers. Monitor the students' use of honorifics throughout the year.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate oral forms of address for people frequently encountered?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they practise formal and informal greetings. Use the checklist to assess if students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they create role-plays. Record anecdotal notes of the extent to which students are able to use appropriate oral forms of address for people frequently encountered (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experiment with using some simple nonverbal means of communication	➤ **Nose Pointing** When you survey the class about various topics; e.g., *Piza ga sukina hito wa dare desu ka?* (Who likes pizza?), have the students respond by pointing at their noses, rather than raising their hands.
	➤ **Japanese Marking Symbols** Encourage the students to experiment with Japanese marking symbols when marking each other's work; e.g., a circle for correct work and an X for incorrect.
	➤ ***Ii desu/dame desu*** Write a series of vocabulary on the board and encourage students to use physical gestures to indicate whether the word is spelled correctly or incorrectly. *Ii desu* (it is right) – make a circle with arms, with hands over the head. *Dame desu* (it is wrong) – make an X with the arms in front of the body with the hands flat.
	➤ **Group Work** Brainstorm and list several examples of appropriate nonverbal behaviours. Encourage the class to use appropriate nonverbal behaviours during group work. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal gestures shown. Examples of nonverbal communication include head tilt, palm wave toward one's body, hand held out (to receive a requested item).

LC–5.5
nonverbal communication

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experiment with using some simple nonverbal means of communication?	
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they practise nose pointing. Use the checklist to assess if students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they use marking symbols. Students use the checklist to determine if their peers are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Student work samples for correction.
➢ **Anecdotal Notes** Observe students as they indicate "correct" and "incorrect" nonverbally. Record anecdotal notes of the extent to which students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in group work. Use the checklist to assess if students are able to experiment with using some simple nonverbal means of communication (see sample blackline master in Appendix E: Observation Checklist).	➢ Video recording equipment, viewing station.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.5 nonverbal communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	➢ **Acceptable Behaviour** While watching Japanese *anime* or movies, have the students point out behaviours that are unacceptable or inappropriate. After watching the video, have a class discussion on behaviours that are acceptable in Japan, but not in Canada; e.g., slurping noodles. Also discuss behaviours that are acceptable in Canada but not Japan; e.g., blowing your nose in public, wearing outdoor shoes inside a school, sitting on the edge of a desk.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that some nonverbal behaviours may be inappropriate in certain contexts?

➢ **Anecdotal Notes**
Observe students as they participate in the discussion. Record anecdotal notes of the extent to which students are able to recognize that some nonverbal behaviours may be inappropriate in certain contexts (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Japanese *anime* or movies, viewing station.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–6.1 cohesion/coherence a. understand the basic usage of the topic marker *wa*	➢ **Adding *wa*** Provide the students with several sentences in English and have them identify the topic of each sentence. Ask the students then to write the sentences in Japanese, adding the *wa* marker (topic marker – indicates the topic of a sentence). ➢ **Place the *wa*** Provide the students with several examples of Japanese sentences missing the *wa* marker (topic marker – indicates the topic of a sentence). Ask the students to work in partners to identify the correct location of the *wa* in each sentence.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • understand the basic usage of the topic marker *wa*?	
➢ **Anecdotal Notes** Observe students as they add the *wa* to simple sentences. Record anecdotal notes of the extent to which students are able to understand the basic usage of the topic marker *wa* (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Several sentences in English with identifiable topics.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they indicate the correct location of the *wa*. Use the checklist to assess if students are able to understand the basic usage of the topic marker *wa* (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Several Japanese sentences with the *wa* missing.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–6.1 cohesion/coherence b. link words in simple ways; e.g., *to*	➢ **Preferences** Provide the students with pictures of various items. Ask the students to group the pictures based on their likes and dislikes, and present their preferences to the class using *to* (and); e.g., *Taiiku to ongaku to suugaku ga suki desu.* (I like physical education, music and mathematics.) ➢ **Comic Strip** Ask the students to create comic strips or picture books that, using linking words/phrases, describe their Saturday morning routines. Then invite the students to present their comics or books to the class. **Extension** Give the students a recipe or set of instructions that are out of sequence. Have the students look for linking words to assist them in putting the steps back into sequence.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link words in simple ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they indicate their preferences using *to*. Use the checklist to assess if students are able to link words in simple ways (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures of various food items or topics.
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they create comic strips or picture books. Students use the rating scale to assess how well they are able to link words in simple ways (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize some simple oral text forms	➢ **Songs** Encourage the students to use songs to learn new vocabulary; e.g., *atama* (head), *kata* (shoulders), *hiza* (knees), *ashi* (feet). Discuss the features of the song; e.g., chorus, refrain, tempo, rhythm.
LC–6.2 text forms	➢ **Tongue Twisters** Teach the students a variety of Japanese tongue twisters based on the hiragana sound system. Arrange the students into small groups or partners and have them practise the tongue twisters together. For example: – *akapajama, aopajama, chapajama* – *namamugi, namagome, namatamago*
	➢ **What Do You Hear?** Bring in recordings of a variety of oral text forms; e.g., – radio commercial – song – television advertisement – story. Arrange the students into small groups and lsiten to the different oral text forms. Have them circulate throughout the centres, decide what they think each text form is and write down their guesses. Once the groups have moved through all of the centres, discuss oral text forms.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some simple oral text forms?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize some simple oral text forms.	➢ Variety of simple Japanese songs.
➢ **Anecdotal Notes** Observe students as they practise tongue twisters. Record anecdotal notes of the extent to which students are able to recognize some simple oral text forms (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Variety of simple Japanese tongue twisters (*hayakuchi kotoba*).
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they listen to and guess the oral text forms. Use the checklist to assess if students are able to recognize some simple oral text forms (see sample blackline master in Appendix E: Observation Checklist).	➢ Recordings of a variety of oral text forms.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. initiate interactions and respond using simple social interaction patterns; e.g., acceptance/ nonacceptance	➢ **Role-play** Have the students role-play in small groups, accepting or rejecting invitations using *Ii desu ne.* (It's good, isn't it?) or *Mokuyobi wa chotto …* (Thursday is not good for me …); e.g., *Sushi o tabemashou.* (Let's eat sushi.) and *Sushi wa chotto …* (Sushi … I'd rather not …). **Extension** Ask the students to practise initiating interactions and responding using the *mashou* form; e.g., – *Eiga ni ikimashou.* (Let's go to a movie.) – *Ii desu ne.* (Sounds good.) ➢ **Borrowing Things** Arrange the students into small groups and have them practise using the correct forms when borrowing objects. Students should use *hai, douzo* (here it is) for an affirmative response and *dame desu* (no, you can't) for a negative response. Encourage the students to use these forms throughout the year. For example: – *Enpitsu o kashite kudasai.* (Please lend me a pencil.) – *Hai douzo.* (Here you are.)

LC–6.3
patterns of social interaction

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate interactions and respond using simple social interaction patterns?	
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they present their role-plays. Students use the checklist to determine if their peers are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they practise asking for items and responding to requests. Use the checklist to assess if students are able to initiate interactions and respond using simple social interaction patterns (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.1
accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community	➢ **Japanese Culture in Magazines** Ask the students to look through current Japanese magazines and make observations of Japanese culture. Encourage the students to make comparisons between Japanese culture and their own. ➢ **Think–Pair–Share** After watching a brief *anime* film, allow the students a few minutes to record their observations in their learning logs. Have the students then find partners and share their observations of the *anime* and Japanese culture. ➢ **Restaurant Menus** Arrange the students into small groups and give each group several menus from Japanese restaurants. Encourage students to make observations of Japanese culture. For example, the students note kanji, hiragana and katakana writing and vertical or horizontal writing patterns.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make observations of Japanese culture?

➢ **Anecdotal Notes**
Observe students as they discuss Japanese magazines. Record anecdotal notes of the extent to which students are able to make observations of Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to make observations of Japanese culture.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they examine the Japanese menus. Use the checklist to assess if students are able to make observations of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Current Japanese magazines.

➢ Japanese *anime* videos, viewing station.

➢ Japanese restaurant menus.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.1 accessing/analyzing cultural knowledge b. seek out information about Japanese culture from authentic sources	➤ **Guest Speaker** Invite Japanese guest speakers to talk to the class; e.g., family members, friends, community members, local musical groups/musicians or dance groups. Before the visit, have the students prepare questions to ask the guest speakers. Afterward, ask the students to respond to the visit in their learning logs. ➤ **Artifacts** Display Japanese items such as clothing, CDs, instruments, food items, brochures, pictures, arts and crafts. Invite the students to wander around the display and examine the artifacts, then discuss them as a class. Have the students identify one or two items of interest, then research them and create a report. ➤ **Friends in Japan** Organize an e-mail or pen pal project in which students correspond with students in a school in Japan to learn about their schools, interests, families, activities, communities and ways of life.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • seek out information about Japanese culture from authentic sources?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to seek out information about Japanese culture from authentic sources.	➢ None required.
➢ **Anecdotal Notes** Observe students as they examine and discuss Japanese artifacts. Record anecdotal notes of the extent to which students are able to seek out information about Japanese culture from authentic sources (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Japanese artifacts, such as clothing, CDs, instruments, food items, brochures, pictures, arts and crafts.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they correspond with e-mail or pen pals. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ E-mail.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.2
knowledge of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in activities and experiences that reflect elements of Japanese culture	➢ ***Touban* (Classroom Leader)** Introduce to students the role of a rotating classroom leader. For example, the *touban* (rotating classroom leader) starts the class by calling out, *Tatte kudasai*. (Stand up please.). The *touban* or *nicchoku* (daily classroom leader) starts and ends the class. ➢ **Japanese Cooking** Invite the students to work in small groups or as a whole class to create a Japanese meal. ➢ **Folk Tale Drama** Arrange the students into small groups and give each group a traditional folk tale. Have the students work together to dramatize the folk tale and present it to the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in activities and experiences that reflect elements of Japanese culture?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they act as *touban*. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they create a Japanese meal. Record anecdotal notes of the extent to which students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Recipes for Japanese food, ingredients to make these foods.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they present their dramatic presentations. Use the checklist to assess if students are able to participate in activities and experiences that reflect elements of Japanese culture (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Japanese folk tales.

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GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify elements of Japanese culture in the school and community	➢ **Treasures from Home** Ask the students to bring items from home that reflect the Japanese culture and display them for the school and community to view. Encourage the students to learn the names of the items they bring to class and provide some information about the items. ➢ **Treasures Around Us** Have the students brainstorm elements of Japanese culture found in the local community. Ask the students to draw a map showing various locations in your community where Japanese businesses, restaurants or other cultural venues are located. Label and discuss these community landmarks. Invite the students to access information on the Internet, by taking photographs themselves, by visiting a local establishment or by talking to local people. **Caution** Students should be monitored when they use the Internet.

GC–1.3
applying cultural knowledge

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify elements of Japanese culture in the school and community?

➢ **Anecdotal Notes**
Observe students as they bring in and discuss Japanese items. Record anecdotal notes of the extent to which students are able to identify elements of Japanese culture in the school and community (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create a community map. Use the rating scale to assess how well students are able to identify elements of Japanese culture in the school and community (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Japanese objects from home.

➢ Visitor's guides, Internet, photographs.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some elements that reflect diversity within Japanese culture	➢ **Regional Differences** Have the students explore the concept of regional differences by viewing a variety of videos, Web sites, pictures or books on a variety of art forms. Discuss these differences following the viewing. **Caution** Students should be monitored when they use the Internet. ➢ **Comparison Study** Organize the students into small groups and have each group study a different region of Japan. Have the students prepare a presentation on the various cultural elements unique to these regions. Students may include information on things such as food, clothing, celebrations, games, music and traditions. After the presentations, discuss the diversity of Japanese culture from region to region. ➢ **Cultural Differences** Discuss and display artifacts from different regions of Japan. Guide the students in identifying and discussing similarities and differences between the different regions; e.g., – *Shizuoka* area noted for green tea – *Niigata* area noted for rice – *Aomori* area noted for apples – *Wakayama* area noted for Japanese oranges.

GC–1.4
diversity within Japanese culture

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some elements that reflect diversity within Japanese culture?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify some elements that reflect diversity within Japanese culture.	➢ Japanese videos, books, pictures, Web sites.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare presentations on different regions of Japan. Use the rubric to evaluate how well students are able to identify some elements that reflect diversity within Japanese culture (see sample blackline master in Appendix E: Rubric).	➢ Reference materials on different regions of Japan, poster materials.
➢ **Anecdotal Notes** Observe students as they discuss the Japanese artifacts. Record anecdotal notes of the extent to which students are able to identify some elements that reflect diversity within Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various artifacts from different regions Japan.

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. participate in cultural activities and experiences	➢ **Annual Events** Invite the students to participate in traditional Japanese annual events, such as *ohanami* (cherry blossom viewing), *kodomo no hi* (Children's Day), *otsukimi* (moon viewing) and *setsubun* (a spring time event tied to driving away bad luck). ➢ **Personal Experiences** Divide students into groups and have them discuss their own personal experiences with Japanese culture; e.g., trips they have taken, visits to a house or place with Japanese decorations, viewing Japanese television programs or movies, visiting Japanese restaurants, viewing a Japanese art or photography exhibit. Have each group create a poster that reflects these various experiences. Post the student's work around the classroom for discussion.

GC–1.5
valuing Japanese culture

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • participate in cultural activities and experiences?	
➢ **Anecdotal Notes** Observe students as they participate in traditional Japanese events. Record anecdotal notes of the extent to which students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Checklist and Comments** Create an outcome-based checklist and share it with students before they discuss their personal experiences. Use the checklist to assess if students are able to participate in cultural activities and experiences (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).	➢ Poster materials.

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.5 valuing Japanese culture b. share their perspectives about cultural activities and experiences	➤ **Reflection** Ask the students to reflect on cultural activities such as participating in *setsubun* (a spring time event tied to driving away bad luck) or *ohanami* (cherry blossom viewing). Have them record their thoughts, feelings and observations in their learning logs. Invite the students to share their reflections with a partner or small group. ➤ **Personal Experiences** Divide the students into groups and have them discuss their own personal experiences with Japanese culture; e.g., trips they may have taken, visits to a house or place with Japanese decorations, visiting Japanese restaurants. Have each group create a poster that reflects these various experiences and then share their work with their classmates.

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GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • share their perspectives about cultural activities and experiences?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to share their perspectives about cultural activities and experiences.	➢ None required.
➢ **Anecdotal Notes** Observe students as they discuss their cultural experiences. Record anecdotal notes of the extent to which students are able to share their perspectives about cultural activities and experiences (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster materials.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.1 awareness of first language a. identify differences between their first language and Japanese	➤ **Did You Know?** Have the students create "Did You Know?" posters reflecting the differences between their first languages and Japanese. These posters can be displayed throughout the classroom and school. ➤ **Food In Two Languages** Show pictures of food items that have been borrowed from English and have students guess how to say them based on the Japanese sound system; e.g., *hambaagaa* (hamburger). ➤ **Missing Sounds** Put the following English words on the board: family, seesaw, violin and thanks. Ask students to look at these words on the hiragana chart to figure out which English sounds are not available in Japanese; e.g., f, v, th, l and r. Go through each word with students asking, "Which sound in this word is not found in the hiragana chart?" Next, ask the students to come up with words that would be difficult for a Japanese speaker to pronounce; e.g., bath, bus, walk, work. Ask students who speak other languages what sounds they can create in their language that are not used in English or Japanese.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify differences between their first language and Japanese?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create posters. Use the rating scale to assess how well students are able to identify differences between their first language and Japanese (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they guess how to say various food words. Use the checklist to assess if students are able to identify differences between their first language and Japanese (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before comparing English and Japanese sounds. Students use the checklist to determine if they are able to identify differences between their first language and Japanese (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Poster materials.

➢ Pictures of food items.

➢ Hiragana chart.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify differences and similarities among writing systems from different languages within their personal experience	➢ **Examining Languages** Invite the students to bring in written materials in different languages that they have at home and provide additional examples; e.g., instruction manuals, pictures of signs from the community. Include languages: • with different types of letters; e.g., Roman, Greek, Cyrillic • that use characters/symbols instead of letters to form words; e.g., Cree, Chinese, Japanese • that are read in different directions; e.g., left to right, vertically. Ask the students to compare and contrast the different forms of writing; e.g., using Venn diagrams. **Extension** Divide the students into groups to prepare a more in-depth study of the different writing systems. Have each group study one of the writing systems and prepare a brief presentation on the similarities and differences between these writing systems and English. As a further extension, have the students conduct a brief lesson in which they teach their classmates how to use the writing system studied. ➢ **What's the Same? What's Different?** Arrange the students into groups of two or three and give the groups a short text in Japanese. Ask the student groups to identify similarities between their first language and Japanese and create Venn diagrams to show these similarities and differences; e.g, English uses an alphabet system and Japanese does not. Japanese writing system also includes multistroke characters and kanji, and some punctuation marks are written differently.

GC–2.2
general language knowledge

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify differences and similarities among writing systems from different languages within their personal experience?

➢ **Anecdotal Notes**
Observe students as they compare and contrast the languages. Record anecdotal notes of the extent to which students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create Venn diagrams. Use the checklist to assess if students are able to identify differences and similarities among writing systems from different languages within their personal experience (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Written materials in different languages, Internet.

➢ Simple Japanese texts for each group.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify ways that languages can be learned	➢ **How Did You Learn a Second Language?** Ask the students to interview a variety of people who know a second language to discover how they learned that language. Ask the students to then organize the information they learned in a graphic organizer and share it with their peers.
GC–2.2 general language knowledge	➢ **Language Learning Strategies** Ask the students to brainstorm the different strategies they use when learning a new language; e.g., – Use words from their first language to get meaning across. – Use nonverbal cues, gestures and body language. – Ask for clarification. – Use circumlocution to compensate for lack of vocabulary. – Be willing to take risks and try unfamiliar tasks and approaches. – Keep a learning log and personal dictionary. – Mimic what the teacher says and copy what others say/write. – Use mnemonics to remember vocabulary. – Connect what they already know with what they are learning. Discuss the different aspects of language learning; e.g., learning the writing system, pronunciation, listening, vocabulary and learning the cultural elements associated with the language.
	➢ **Brainstorm** Brainstorm with the students a variety of Japanese activities that help with learning the language; e.g., listening to a CD/television program, watching a video, playing Japanese games. Brainstorm Japanese text materials that can be used to learn to read; e.g., newspapers, magazines, brochures, labelling on items, menus.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify ways that languages can be learned?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify ways that languages can be learned.	➢ Second language speakers.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm and discuss language learning strategies. Use the checklist to assess if students are able to identify ways that languages can be learned (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they brainstorm. Students use the checklist to determine if their peers are able to identify ways that languages can be learned (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize similarities between their own culture and other cultures	➢ **What Is Culture?** Lead the students in a guided discussion of "What is culture?" ideas could include: – Where you live: country, climate. – What you need to live: clothing, types of food, housing, transportation. – Who you live with: types of families, roles. – Other things such as schooling, values and beliefs, government, holidays, traditions and laws. Ask the students to create a large chart with selected headings of elements to be compared (e.g., food, clothing) and several cultures to compare.

GC–2.3
awareness of own culture

	MY CULTURE	JAPANESE	CHINESE
Food			
Clothing			
Celebrations			

Discuss the similarities between the various cultures.

➢ **Travel Brochures**
Organize students into partners or small groups to study. Have the students create travel brochures for Japan, focusing on topics of interest; e.g., food, clothing, celebrations, transportation. Encourage the students to draw comparisons between their own cultures and countries and that of the country they are studying. Completed travel brochures are presented to the class and put on display.

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General Outcome for Global Citizenship
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GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize similarities between their own culture and other cultures?	
➢ **Anecdotal Notes** Observe students as they discuss what is culture. Record anecdotal notes of the extent to which students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Various resources, chart paper, markers.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create travel brochures. Use the rubric to evaluate how well students are able to recognize similarities between their own culture and other cultures (see sample blackline master in Appendix E: Rubric).	➢ Various resources.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.3 awareness of own culture b. make connections between individuals or situations in texts and their own personal experiences	➢ **Comparing School Days** Ask the students to make a schedule describing a typical day at school. Invite them to find out about Japanese school life from books, videos and the Internet and to identify similarities between Japanese school life and their own school life. **Caution** Students should be monitored when they use the Internet. ➢ **Common Experiences** Invite the students to listen to a guest speaker discuss his or her home/school life as a child in Japan. Have the students think about what they learned and compare the life of the guest speaker to their own lives. Have them choose a scene or event that reminds them of something they have experienced. Ask the students to draw a picture of the scene from the guest speaker's story and one from their own experience side by side, then add a sentence under each scene to describe them.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make connections between individuals or situations in texts and their own personal experiences?

➢ **Anecdotal Notes**
Observe students as they compare school life in Alberta with school life in Japan. Record anecdotal notes of the extent to which students are able to make connections between individuals or situations in texts and their own personal experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to make connections between individuals or situations in texts and their own personal experiences.

MATERIALS

➢ A variety of resources on Japanese schooling; e.g., books, videos, Internet.

➢ Japanese guest speaker.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community	➢ **Cultural Events** Ask the students to bring in articles or advertisements from newspapers about upcoming cultural events in the area. Display the information about these events on a bulletin board. Have the students consider the cultural activities in small groups and choose one to investigate. Ask the students to share the information about the cultural event with their classmates. ➢ **Cultural Practices Around Us** Invite the students to share their personal heritage and cultural backgrounds with one another; e.g., What do you eat on New Year's Eve? How does your family celebrate birthdays? Ask the students to note the differences and similarities in their learning logs. **Extension** Invite parents or relatives of the students to give brief presentations about their cultural backgrounds. ➢ **Cultural Fair** Invite the students to participate in a mini cultural fair within the classroom. Have small groups prepare presentations on different cultures represented in the classroom. Encourage the groups to introduce some vocabulary related to these cultures. Students of younger grades (i.e., Grade 3 and Grade 4) may be invited as an audience.

GC–2.4
general cultural knowledge

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they investigate a local cultural event. Use the rubric to evaluate how well students are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community (see sample blackline master in Appendix E: Rubric).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they share their cultural backgrounds. Students use the checklist to determine if their peers are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in the classroom cultural fair. Record anecdotal notes of the extent to which students are able to recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Newspaper articles or advertisements on local cultural events.

➢ None required.

➢ Cultural objects and props, costumes, posters.

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize that culture is expressed in a variety of ways	➢ **Expressing Culture** Have the students brainstorm different ways that culture can be expressed; e.g., through music, dance, literature, entertainment, sport, pastimes, food, clothing, celebration. Ask the students to identify, draw and write about the different ways culture can be expressed. Collect the pictures for a display board and use them as a point of discussion. Images can be added throughout the year. ➢ **Summer Festival – *Natsu Matsuri*** As an end-of-year culminating activity, have the students prepare a Japanese Summer Festival. Organize the students into small groups and assign different summer festival activities to each group; e.g., *yoyo zuri* (fish for water balloons), *kakigoori* (flavoured shaved ice), *omen* (character masks). Parents and other classes can be invited to participate in the festival. ➢ **Children's Games** Introduce and allow students time to play a variety of typical Japanese children's games; e.g., *ohajiki* (flat glass marble), *onigokko* (tag), *kendama* (cup and ball game), *takoage* (kite flying), *asobiuta* (play song), *chatsumi* (action play song). Encourage the students to consider how these games are similar to and different than children's games from their own cultures.

GC–2.4
general cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize that culture is expressed in a variety of ways?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they explore how culture can be expressed. Use the checklist to assess if students are able to recognize that culture is expressed in a variety of ways (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they prepare a Japanese Summer Festival. Use the rubric to evaluate how well students are able to recognize that culture is expressed in a variety of ways (see sample blackline master in Appendix E: Rubric).	➢ Internet, reference materials.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize that culture is expressed in a variety of ways.	➢ Materials to play the various Japanese children's games.

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Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.5 valuing diversity a. engage in activities that reflect other ways of doing things or other perspectives	➢ **Culture Shock** Share with the students experiences of living in Japan or other countries. Divide the students into groups and have them create role-plays that show how visitors from Canada might react to the way of life in Japan or other countries and how visitors from Japan might react to the way of life in Canada. Video record these role-plays and play them back for the students.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • engage in activities that reflect other ways of doing things or other perspectives?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create role-plays. Students use the checklist to determine if they are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Video recording and viewing equipment.

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GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. listen, with attention, to the opinions of others	➢ **Summary** After a student presentation or guest speaker, ask the students to summarize what was said. Alternatively, students can respond to a question about the presentation.
	➢ **Proper Listening Behaviours** Brainstorm and review proper and polite listening behaviour; e.g.,

GC–2.6
intercultural skills

Good Listeners ...

- sit still
- do not fidget or play with things
  keep their hands still



watch the speaker
keep their eyes open
look interested



listen to the speaker
point ears toward the speaker



do not interrupt
do not speak when the speaker is speaking



listen with their own questions in mind
when appropriate, ask for clarification



Encourage the students to practise these behaviours when working in groups and when guest speakers visit the class. Consider video recording the class for review later.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • listen, with attention, to the opinions of others?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they listen to a student presentation or guest speaker. Use the rating scale to assess how well students are able to listen, with attention, to the opinions of others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Guest speaker.
➢ **Anecdotal Notes** Observe students as they work in groups or listen to guest speakers. Record anecdotal notes of the extent to which students are able to listen, with attention, to the opinions of others (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. initiate and maintain new relationships	➢ **Initiating Relationships with Peers** Provide the students with phrases that would be useful when initiating conversation; e.g., – *Konnichiwa, watashi wa Ben desu.* (Hello, I am Ben.) – *Onamae wa?* (What is your name?) – *Nani ga suki desu ka?* (What do you like?) Review other phrases; e.g., – *Chotto wakarimasen.* (I'm not really sure.) – *Daijoubu desu ka?* (Are you okay?) – *Sumimasen.* (Sorry about that.) – *Ganbatte.* (Good luck.) Have the students interview each other to find out about similar interests and preferences. In small groups, students create a role-play to demonstrate initiating a friendship. Encourage students to include conflict management resolution skills in their role-plays. ➢ **Keep in Touch** Encourage the students to introduce themselves to a guest speaker. After the presentation, have the students design and send thank-you cards. Later in the year, have the students invite the speaker back to participate in a meal/celebration. ➢ **Pen Pals/E-pals** If possible, arrange for pen pals with students in Japan. Students initiate friendships by giving brief personal introductions and asking questions about their pen pals. Encourage the students to maintain their relationships throughout the school year.

GC–2.6
intercultural skills

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • initiate and maintain new relationships?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they interview each other. Use the checklist to assess if students are able to initiate and maintain new relationships (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to initiate and maintain new relationships.	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to initiate and maintain new relationships.	➢ Internet access, pen pals in Japan.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Japanese language and culture a. identify some reasons for learning Japanese	➤ **Brainstorm** Ask the students to brainstorm reasons for learning Japanese. Have the students note key points in their learning logs. ➤ **Guest Speaker** Invite a guest speaker who speaks Japanese to the class and have him or her discuss the benefits of learning Japanese. Afterward, have the students create posters showing the benefits of learning Japanese.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some reasons for learning Japanese?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify some reasons for learning Japanese.	➢ None required.
➢ **Anecdotal Notes** Observe students as they create posters. Record anecdotal notes of the extent to which students are able to identify some reasons for learning Japanese (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Japanese speaking guest speaker.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Japanese language and culture b. identify some personal uses they have made of their knowledge of Japanese language and culture	➢ **Brainstorm** Have the students brainstorm personal uses they have made of their knowledge of Japanese language and culture and note them in their learning logs. ➢ **Survey Says** Ask the students to create a simple questionnaire/survey to solicit information about the students' personal uses of Japanese language and culture (e.g., where, when, with whom, for what purpose). Distribute the surveys to the class and have the students complete them. Collect the surveys and compile the information in a chart or graph.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of Japanese language and culture?	
➢ **Anecdotal Notes** Observe students as they brainstorm. Record anecdotal notes of the extent to which students are able to identify some personal uses they have made of their knowledge of Japanese language and culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before the survey. Use the checklist to assess if students are able to identify some personal uses they have made of their knowledge of Japanese language and culture (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.2
cultural and linguistic diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some personal uses they have made of their knowledge of different languages and cultures	➢ **Discussion and Poster Display** Discuss situations in which the students have used or been exposed to another language or culture. Have the students brainstorm and create a poster display of personal uses of their knowledge of different languages and cultures. ➢ **It's a Small World** Ask the students to monitor television, movies, newspapers, magazines and the radio for examples of references to international languages and cultures. Have them note the language/culture referenced and the context. Compile the information as a class and review the various examples collected. Have the students draw conclusions about the value of understanding various languages and cultures and how they can use that knowledge in their everyday lives. **Extension** On a map of the world, have the students identify with coloured pins those countries whose languages can be found in the community.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal uses they have made of their knowledge of different languages and cultures?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create a poster display. Use the rubric to evaluate how well students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Rubric).	➢ Poster materials.
➢ **Anecdotal Notes** Observe students as they collect examples of references to international languages and cultures. Record anecdotal notes of the extent to which students are able to identify some personal uses they have made of their knowledge of different languages and cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity b. identify some reasons for learning additional languages	➢ **Brainstorm and Research** Ask the students to brainstorm and list reasons why learning additional languages would be useful. Encourage them to list different jobs and opportunities. Have the students then search on the Internet for other jobs or personal opportunities in which a second language would be useful. **Caution** Students should be monitored when they use the Internet. ➢ **Interviews** Have the students interview people who speak more than one language and inquire how they have used their second language skills. Ask the students to compile their results in a report or visual display and present their findings to the class.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some reasons for learning additional languages?

➢ **Anecdotal Notes**
Observe students as they brainstorm research opportunities related to language learning. Record anecdotal notes of the extent to which students are able to identify some reasons for learning additional languages (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they interview people who speak multiple languages. Use the checklist to assess if students are able to identify some reasons for learning additional languages (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Web sites with information about jobs, careers or personal opportunities that require a second language.

➢ Second language speakers.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	➤ **Picture Dictionary** Have the students keep personal dictionaries or phrasebooks in which they record new words and phrases learned. Encourage students to provide a context for the words and phrases; e.g., include sentences that use the word or phrase, draw a picture of the action or phrase. Also have the students indicate the function of the word or phrase; e.g., action verb, adjective, preposition. Students can also organize vocabulary terms according to lexical fields; e.g., family, school, clothing, weather.
	➤ **Behind Your Back** Arrange the students into partners. Have the students practise correct stroke order by writing hiragana characters on their partner's backs. The partners try to guess what character was written. Ensure the students switch so that both have the opportunity to write and guess the character.
	➤ **Sentence Creation** Write different words from all parts of speech on individual cards. Give one set of cards to each group and have the students manipulate the cards to create phrases or simple sentences. Ask the students to record their sentences in their notebooks.

S–1.1 cognitive

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple cognitive strategies, with guidance, to enhance language learning?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create personal dictionaries. Use the checklist to assess if students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., make personal dictionaries (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they write and guess characters by visualizing them. Record anecdotal notes of the extent to which students are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., use mental images to remember new information (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they manipulate the word cards. Students use the rating scale to assess how well they are able to use a variety of simple cognitive strategies, with guidance, to enhance language learning; e.g., look for patterns and relationships (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Personal dictionaries.

➢ List of hiragana characters.

➢ Index cards with different words from all parts of speech written on them.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	➢ **Preparing for Research** Divide the students into groups and have them prepare for a research activity by planning in advance how to approach the task. Have the students brainstorm in their groups what tasks they will need to complete and the steps involved. Have the groups assign tasks to different group members. Discuss how using different strategies may enable them to cope with texts containing unknown elements and have the groups create a list of strategies they will attempt to use during the task.
S–1.2 metacognitive	➢ **Use and Track Learning Strategies** Provide the students with a checklist of metacognitive strategies. Model and discuss the strategies as a class. Ask the students to include the list in their learning logs and check the strategies they have used. Have the students reflect on their strengths and weaknesses and identify goals for using specific strategies for self-improvement.
	➢ **Guided Highlighting** Have the students read a passage, highlight the words they know with one colour and, with a different colour, highlight words they want to learn. Once the highlighting is complete, have the students follow up by creating a list of the words they want to learn, find out their meanings and practise the pronunciation and spelling of those terms. Ask the students to tape the list into their learning logs, and discuss how this stategy helped them understand the text.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple metacognitive strategies, with guidance, to enhance language learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they plan for a research task. Students use the checklist to determine if they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., make a plan in advance about how to approach a language learning task (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., be aware of their strengths and weaknesses, identify your needs and procedures accordingly.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they read the passage. Students use the rating scale to assess how well they are able to use a variety of simple metacognitive strategies, with guidance, to enhance language learning; e.g., know how strategies may enable coping with texts containing unknown elements (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various reference materials related to a research project.

➢ List of strategies.

➢ Simple Japanese text, highlighters of several colours.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–1.3 social/affective a. use a variety of simple social and affective strategies, with guidance, to enhance language learning *(continued)*	➢ **Positive Self-talk** Encourage the students to use positive self-talk to increase their confidence and reduce anxiety. Brainstorm with students several examples of positive self-talk and post them on chart paper for future reference. ➢ **Word Order Game** Write out words that make simple, complete Japanese sentences onto flash cards. Give a set of flash cards to each student group; e.g., *Hanbaagaa o kudasai.* (Can I have a hamburger, please?) Call out a sentence in English and have the students arrange the words on their flash cards to make the sentence in Japanese.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple social and affective strategies, with guidance, to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they discuss positive self-talk. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., use self-talk to feel competent to do the task (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the game. Use the checklist to assess if students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., work cooperatively with peers in small groups (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Chart paper.

➢ Index cards.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple social and affective strategies, with guidance, to enhance language learning **S–1.3** social/affective	➤ **Modelling Strategies** Lead students in a discussion of how taking risks is an important part of language learning. Model various strategies such as risk-taking, self-talk and humour. Describe your own experiences using these types of strategies. For example, you are about to do a presentation in Japanese for the class and you are nervous about your pronunciation. Before your presentation, think positive thoughts and encourage yourself by thinking of all the things you have done already in Japanese. Encourage the students to use these strategies on their own. ➤ **Working With Others** Provide a selection of visually rich, simple Japanese stories. Divide the students into groups and have them work together to read the short texts. Encourage the students to discuss what to do when they come across a word they do not know. Every student in the group should take a turn reading the text. Ask the students to summarize the text and present their summaries to the rest of the class.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple social and affective strategies, with guidance, to enhance language learning?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., be willing to take risks and to try unfamiliar tasks and approaches.	➢ None required.
➢ **Anecdotal Notes** Observe students as they work together to read the text. Record anecdotal notes of the extent to which students are able to use a variety of simple social and affective strategies, with guidance, to enhance language learning; e.g., seek the assistance of a friend to interpret a text (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Variety of simple, well-illustrated Japanese stories.

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. use a variety of simple interactive strategies, with guidance *(continued)*	➢ **Clarification Phrases** Model in conversation commonly used words, phrases and sentences used to ask for clarification, help or repetition to assist students in interacting with others in Japanese. Post these phrases around the classroom and encourage the students to use these phrases when conversing in groups. Sample phrases include: – *Shizuka ni shite kudasai.* (Quiet, please.) – *Wakarimasen.* (I do not understand.) – *Mou ichido itte kudasai.* (Please repeat that.) – *Nihongo de nan desu ka?* (What is it in Japanese?) ➢ **Conversing in Groups** Divide the students into groups and have them participate in short conversations with each other on pets, school and other topics of interest. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, tilted head), asking for clarification or repetition, circumlocution (e.g., "the thing you hang the clothes on" for "hanger"), repeating part of what someone has said to confirm understanding and asking follow up questions to check for understanding; e.g., *Wakarimasu ka?* (Do you understand?).

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interactive strategies, with guidance?

➢ **Anecdotal Notes**
Observe students as they discuss the clarification expressions. Record anecdotal notes of the extent to which students are able to use a variety of simple interactive strategies, with guidance; e.g., indicate a lack of understanding verbally or nonverbally (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in group conversations. Use the checklist to assess if students are able to use a variety of simple interactive strategies, with guidance; e.g., ask for clarification or repetition, ask follow-up questions to check for understanding (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance	➤ **Conversation Fillers** Model the use of Japanese conversation fillers with students. Arrange the students into small groups and have them create role-plays demonstrating the use of conversation fillers; e.g., – *Hai.* (Yes.) – *Eeto.* (Well, um.) – *Saa.* (I'm not sure.) – *Sou desu ka.* (Now I've got it. /Is that so.) – *Sou desu ne.* (I agree with you.)

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple interactive strategies, with guidance?

➢ **Anecdotal Notes**
Observe students as they participate in role-plays. Record anecdotal notes of the extent to which students are able to use a variety of simple interactive strategies, with guidance; e.g., use a range of fillers, hesitation devices and gambits to sustain conversations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a variety of simple interpretive strategies, with guidance	➤ **Introducing New Vocabulary With Context** Provide a list of vocabulary to students. To introduce each word, use it in a sentence and use gestures and/or pictures. Guide a discussion of how examining the context aids comprehension.
S–2.2 interpretive	➤ **Using Visuals and Gestures** Invite the students to play games similar to charades and practise using gestures and visual supports to aid comprehension. Encourage the students to use visuals and gestures to aid their understanding of Japanese speakers whenever possible; e.g., when watching Japanese television programs and movies.
	➤ **Unknown Word Strategies** Brainstorm with the students strategies they could use to cope with unfamiliar words in a text; e.g., – Read sentences before and after the unknown word. – Find words or phrases that give clues to the word's meaning or function. – Look at clues as to the word's function in its spelling; e.g., adjectives. – Look at the word's location in the sentence. Location could indicate function; e.g., verb at the end, topic at the beginning. – Use a Japanese–English dictionary to look up the word's meaning.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use a variety of simple interpretive strategies, with guidance?	
➢ **Anecdotal Notes** Observe students as they discuss the importance of context. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., infer probable meanings of unknown words or expressions from contextual clues (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Anecdotal Notes** Observe students as they use gestures and visual supports. Record anecdotal notes of the extent to which students are able to use a variety of simple interpretive strategies, with guidance; e.g., use gestures and visual supports to aid comprehension (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Topics for charades.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before brainstorming strategies. Use the checklist to assess if students are able to use a variety of simple interpretive strategies, with guidance; e.g., infer probable meanings of unknown words or expressions from contextual clues (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.3 productive a. use a variety of simple productive strategies, with guidance	➤ **Mobile Madness** Ask the students to design, create and hang mobiles in the classroom. Each mobile should contain elements (vocabulary or grammatical structures) related to a theme studied. Ideally, assign groups of students different elements so when mobiles are hung all current vocabulary is visible. Encourage the students to refer to the mobiles throughout the year.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a variety of simple productive strategies, with guidance?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use a variety of simple productive strategies, with guidance; e.g., use words that are visible in the immediate environment.

MATERIALS

➢ Cardstock, markers, string or wire, hangers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple cognitive strategies to enhance general learning	➢ **Mental Images** Present the students with a picture with the word written under it or on the back. Have the students concentrate on retaining mental images from the picture and text to help them remember new vocabulary. Eventually, the picture part of the prompt is removed, leaving only the written text. Alternatively, the picture is left and the word is removed and students recall the name of the item. Also, encourage the students to use mnemonics to help remember new vocabulary. ➢ **Identify the Group** List several categories of objects on the board (e.g., types of plants, animals, vehicles, tools, clothing, instruments). From a container, have the students draw word cards with names of items on them. Ask the students to read the words and then identify the category or categories to which the words belong. ➢ **Inquiry Process** Brainstorm with the students what they know about a topic or theme. Have the students research the topic and create a presentation. Before beginning their research, have the students write what they know and want to know in a KWL chart (see Appendix D: Graphic Organizers KWL chart). Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations. **Caution** Students should be monitored when they use the Internet.

S–3.1
cognitive

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple cognitive strategies to enhance general learning?

➢ **Conferencing**
Meet with students and discuss the strategy of using mental images to remember vocabulary. Did it work for them? What could they do differently? Encourage the students to use simple cognitive strategies to enhance general learning; e.g., use mental images to remember new information.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they categorize the objects. Students use the checklist to determine if their peers are able to use simple cognitive strategies to enhance general learning; e.g., classify objects and ideas according to their attributes (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in the inquiry process. Record anecdotal notes of the extent to which students are able to use simple cognitive strategies to enhance general learning; e.g., formulate key questions to guide research (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Picture cards with words.

➢ A variety of words in Japanese on pieces of paper, container.

➢ Various research materials.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple metacognitive strategies to enhance general learning	➢ **Project Plan** Before beginning a task, have the students plan the steps they will take to complete a task. For example, ask the students to make a plan for a visit to a Grade 4 Japanese class to present a play. Have them jot down different jobs they need to do; e.g., who is responsible for making the backdrop, getting materials. Have them write down the plans in their learning logs and check periodically if they are following their plans.
S–3.2 metacognitive	➢ **Self-analysis** Ask the students to complete a self-analysis based on their own needs and interests. Encourage them to think about and answer questions such as: 1. When I'm working on an activity, what kinds of things help me? How do they help me? For example: – other students – adults – things on my desk – books and reference materials 2. What things do I need to do to help myself: – before I start – during the activity – after the activity? 3. What are my favourite things to learn about? 4. Rate the following things from one (like it the most) to ten (like it the least): sort things, organize things, look for information, watch videos, role-play, learn about culture, play games, write my own stories, create artwork, listen to guest speakers.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use simple metacognitive strategies to enhance general learning?	
➢ **Learning Log/Conferencing** Ask the students to respond to their plans in their learning logs, describing how well they followed the steps and how their plans helped them complete the task. Meet with students in groups and discuss how they planned for the task and how this planning helped them be successful. Discuss things that worked and things they would do differently next time.	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to use simple metacognitive strategies to enhance general learning; e.g., reflect on learning tasks with the guidance of the teacher.	➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use simple social and affective strategies to enhance general learning	➤ **Your Choice** Allow the students an opportunity to choose between a variety of learning activities that enhance understanding and enjoyment; e.g., reading simple Japanese picture books, listening to Japanese music.
	➤ **Brainstorming Strategies** Brainstorm with the students social and affective strategies they might use to enhance their learning of Japanese; e.g., ask the teacher for help, ask a fellow classmate to explain something they find difficult, pair up to quiz one another before a test, pair up and take turns reading simple Japanese storybooks, share an assignment by dividing up the work and then coming together to synthesize and summarize to produce a final project. Ask the students for additional ideas of how they can work with others to mutually enhance learning. Have the students identify the strategies they have used, ones they would like to use more often and strategies they would like to try.
	➤ **Group Problem Solving** Ask the students to work in small groups and assign each group a simple problem; e.g., prepare 10 posters about specific Japanese activities happening in the school before tomorrow afternoon, make a convincing presentation to Grade 3 students about why it is beneficial to take Japanese as a second language. Provide the students with a simple problem-solving model; e.g., 1. Identify the problem or issue. 2. Think of possible solutions. 3. Identify the consequences of each solution. 4. Decide on the best solution (most positive results). 5. Follow through with a plan of action. Have the groups work through the problem and develop an action plan. Ask the students to encourage and support each other in their efforts. Have each group present its problem and solution to the rest of the class and explain how they worked together to come up with the solution.

S–3.3
social/affective

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use simple social and affective strategies to enhance general learning?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they choose a learning activity. Students use the rating scale to assess how well they are able to use simple social and affective strategies to enhance general learning (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they brainstorm strategies. Record anecdotal notes of the extent to which students are able to use simple social and affective strategies to enhance general learning; e.g., seek help from others (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in group problem solving. Use the checklist to assess if students are able to use simple social and affective strategies to enhance general learning; e.g., take part in group problem-solving processes (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ A variety of activities or learning centres.

➢ Whiteboard, markers.

➢ None required.

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Grade Level Samples for Grade 6

Applications **506**

Language Competence **560**

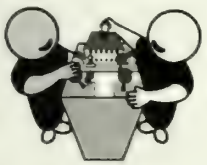
Global Citizenship **614**

Strategies **660**

General Outcomes

General outcomes are broad statements identifying the knowledge, skills and attitudes that students are expected to achieve in the course of their language learning experience. The four general outcomes serve as the foundation for the program of studies.

Applications



Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

- A–1 to impart and receive information
- A–2 to express feelings and personal perspectives
- A–3 to get things done
- A–4 to form, maintain and change interpersonal relationships
- A–5 to extend their knowledge of the world
- A–6 for imaginative purposes and personal enjoyment

Language Competence



Students will use Japanese **effectively** and **competently**.

- LC–1 attend to form
- LC–2 interpret texts
- LC–3 produce texts
- LC–4 interact
- LC–5 apply knowledge of the sociolinguistic/ sociocultural context
- LC–6 apply knowledge of how discourse is organized, structured and sequenced

Global Citizenship



Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

- GC–1 historical and contemporary elements of Japanese culture
- GC–2 affirming diversity
- GC–3 personal growth and future opportunities

Strategies



Students will know and use strategies to maximize the **effectiveness** of learning and communication.

- S–1 language learning
- S–2 language use
- S–3 general learning

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Applications

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–1.1 share factual information a. describe people, places, things and series or sequences of events or actions	➤ **My Day** Invite the students to prepare a presentation on the topic of "My Day." Have them select a visual medium (e.g., poster, photographs, video recording, dramatic presentation, dioramas), an oral medium (oral presentation, audio recording, video recording) or a written form (poster, digital slide show presentation). Have the students include the sequence of events or actions that occur in a typical day. ➤ **Recipe** Provide an example of a simple recipe, e.g., for instant noodle soup, and have the students use the model to create their own simple recipes. Encourage the students to use sequencing language in their instructions and to use illustrations. Put the recipes together in a class cookbook. ➤ **Fashion Show** Divide the students into groups and have them develop simple descriptions of one another's clothing. Have the students then take turns walking the runway and describing each other's clothing (including colour, clothing items, accessories). Consider video recording this fashion show for viewing by the students.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–1 to impart and receive information

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- describe people, places, things and series or sequences of events or actions?

MATERIALS

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create presentations. Use the rubric to evaluate how well students are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Rubric).

➢ Poster materials, audio recording equipment, video recorder.

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they write recipes. Students use the checklist to determine if their peers are able to describe people, places, things and series or sequences of events or actions (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ Sample recipes in Japanese.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before the fashion show. Students use the checklist to determine if they are able to describe people, places, things and series or sequences of events or actions. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Video camera (optional), viewing station (optional).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, feelings, opinions, preferences a. inquire about and express likes and dislikes	➢ **Food Preferences Survey** Ask the students to create small, simple surveys regarding food preferences. Have the students circulate to ask their classmates individually. The respondents answer in complete sentences, and the interviewer puts a *hai* (yes) or *iie* (no) in the box beside the respondent's name. **Extension** Have the students prepare surveys related to a theme studied; e.g., favourite entertainment figures, favourite types of music, hobbies. ➢ **Hobbies** Present the students with a variety of pictures depicting hobbies. Ask the students which activities they prefer, using questions such as: – *Suiei wa suki desu ka?* (Do you like swimming?)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • inquire about and express likes and dislikes?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they complete the survey. Use the checklist to assess if students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they answer questions about their hobbies. Record anecdotal notes of the extent to which students are able to inquire about and express likes and dislikes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Picture cards of hobbies.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–2.1 share ideas, thoughts, feelings, opinions, preferences b. record and share thoughts and ideas with others	➢ **Weekend Activities** Divide the students into pairs and have them exchange information about their weekend activities. Have one student ask the other at least three questions about the activities that he or she might do on a Saturday. These activities are recorded and reported back to the class orally. ➢ **Photograph Exploration** Have the students bring in photographs showing themselves at an event that took place in the past; e.g., sports contest, summer holiday event, birthday party. Model the past tense for the students; e.g., – *(Sore wa) Itsu deshita ka?* (When was it?) – *(Sore wa) Doko deshita ka?* (Where was it?) – *(Anata wa) Nani o shite imashita ka?* (What were you doing?) Ask the students to then orally share basic information about the event.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–2 to express feelings and personal perspectives

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record and share thoughts and ideas with others?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they exchange information about the weekend. Use the rating scale to assess how well students are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they present photographs. Students use the checklist to determine if they are able to record and share thoughts and ideas with others (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Students' photographs.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others a. encourage or discourage others from a course of action	➢ **Phrases of Encouragement** Create a class list of phrases of encouragement, e.g., *ganbatte* (do your best, don't give up), and discouragement, e.g., *Dame desu.* (That's no good.) Encourage the students to use these phrases when playing a game or doing group work. ➢ **Teamwork** Divide the students into teams and set up an obstacle course in the classroom or schoolyard. Have each group decide on one member to wear a blindfold. Blindfold the "listeners" and then have each team instruct its listener through the obstacle course using verbal instructions, such as *migi ni itte* (go to the right), *massugu itte* (go straight), *tomatte* (stop).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage or discourage others from a course of action?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before playing a game or doing group work. Use the checklist to assess if students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they go through the obstacle course. Record anecdotal notes of the extent to which students are able to encourage or discourage others from a course of action (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ Obstacle course, blindfolds.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. give and follow a simple sequence of instructions **A–3.1** guide actions of others	➢ **Origami** Write simple instructions for doing origami on the board and review them with the students. Ask the students to follow the instructions to create a variety of origami patterns. Alternatively, the students may follow oral instructions provided or instructions from a book with a variety of origami patterns. Have the students compare their final products with one another. Examples of instructions include: – *origami o mite kudasai* (look at the origami) – *yoku mite kudasai* (look carefully, please) – *otte kudasai* (fold, please) – *akete kudasai* (open, please) – *mou ikkai otte kudasai* (fold one more time, please) – *onaji you ni shite kudasai* (do the same as me). **Extension** Have the students follow a simple sequence of instructions for a sports game or activity. ➢ **Simon Says** Invite one student volunteer to come to the front of the class and have him or her direct the students in a game of Simon Says. When a student does not follow the command correctly or follows a command when the leader did not say "Simon Says," he or she must go to the front of the class to direct the game. ➢ **Row Races** Have the students sit in rows and call up all the students from the front of each row. Give a simple sequence of actions to be performed. The front students return to their rows and tell the next students in the rows these instructions. The sequence of actions is verbally relayed down the row. The last students in the rows must listen and perform the sequence of actions.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • give and follow a simple sequence of instructions?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they follow the origami instructions. Students use the rating scale to assess how well they are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Origami paper, simple origami instructions in Japanese, origami books.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they play Simon Says. Use the checklist to assess if students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they play row races. Record anecdotal notes of the extent to which students are able to give and follow a simple sequence of instructions (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.1 guide actions of others c. ask, grant or withhold permission in classroom settings	➢ **Matching Flash Cards** Create two sets of identical flash cards showing illustrated examples of activities requiring permission, such as going to the bathroom, getting a drink of water, taking something to eat, getting a book from the class library, standing up. Give the students each one flash card and ask them to search for its identical pair by asking classmates permission questions like: – *Tatte mo ii desu ka?* (May I stand up?) If the student has the matching picture, the answer would be *Hai, ii desu.* (Yes, you may stand up.) If not, the answer is *Iie, dame desu.* (No, you may not.) ➢ **Role-play** Arrange the students into small groups and have them create a role-play demonstrating different ways to ask, grant or withhold permission; e.g., Student A: *Enpitsu o kashite kudasai.* (May I borrow your pencil?) Student B: *Hai douzo.* (Here you are.) Student A: *Kyoukasho o kashite kudasai.* (Can I borrow your textbook?) Student B: *Sumimasen, ima tsukatte imasu.* (Sorry, I am using it right now.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask, grant or withhold permission in classroom settings?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask permission questions. Use the checklist to assess if students are able to ask, grant or withhold permission in classroom settings (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they present role-plays. Use the rating scale to assess how well students are able to ask, grant or withhold permission in classroom settings (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Flash cards with pictures of activities requiring permission.

➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. make an offer and an invitation, and respond to offers and invitations made by others	➢ **Find Your Partner** Create two class sets of flash cards with pictures showing weekend activities and a time of day. Give each student a flash card and have them mingle with each other searching for their match by asking invitation questions including the time of day. When a match occurs, the students sit down with their partners and role-play offering an invitation over the telephone. **Extension** After the practice and role-plays, have the students make a real phone call to a native Japanese speaker to practise a "real" invitation. ➢ **You Are Invited To ...** Have the students create formal and informal invitations on paper and in e-mails. Have the students send them to each other and have the recipients respond by accepting or declining. **Caution** Students should be monitored when they use the Internet. ➢ **Potluck** Organize a potluck day in which students bring in various Japanese dishes. Have the students practise offering one another their food and accepting or declining the offers; e.g., Student A: *Sushi wa ikaga desu ka?* (Would you like to try some sushi?) Student B: *Hai, arigatou gozaimasu.* (Yes, thank you.) OR *Iie, kekkou desu.* (No, thank you.)

A–3.2
state personal actions

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- make an offer and an invitation, and respond to offers and invitations made by others?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask one another invitation questions. Use the checklist to assess if students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create formal and informal invitations. Record anecdotal notes of the extent to which students are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before the potluck. Students use the checklist to determine if their peers are able to make an offer and an invitation, and respond to offers and invitations made by others (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Flash cards with pictures of activities, telephone props.

➢ Invitation samples, paper, markers, e-mail, printer.

➢ Various cultural foods.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. inquire about and express the ability and inability to do something **A–3.2** state personal actions	➢ **Ability Survey** Create a grid describing specific actions; e.g.,

hokkee (hockey)	*sakkaa* (soccer)	*ryouri* (cooking)
konpyuutaa (computer)	*furansugo* (French language)	*chuugokugo* (Chinese language)
karate (karate)	*juudou* (judo)	*sumou* (sumo)

To begin, practise with students the question *...ga dekimasu ka?* (e.g., Can you play hockey?) and possible responses in complete sentences. After the students are comfortable with inquiring about and expressing ability and inability, give each student a copy of the grid. Have the students circulate throughout the classroom and ask the other students in the class if they are able to do certain activities on the grid. The students respond *Hai, juudou ga dekimasu.* (Yes, I can do judo.) or *Iie, juudou wa/ga dekimasen.* (No, I cannot do judo.) The student who asked the question then records the name of the student in the appropriate box.

➢ **Collages or Posters**
Ask the students to create collages or posters demonstrating activities that they are able to do. Following the activity, have the students write a summary paragraph expressing their ability to do certain activities; e.g., *Furansugo ga dekimasu.* (I can speak French.) *Sakkaa ga dekimasu.* (I can play soccer.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- inquire about and express the ability and inability to do something?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before conducting the survey. Use the checklist to assess if students are able to inquire about and express the ability and inability to do something (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create collages or posters. Use the rubric to evaluate how well students are able to inquire about and express the ability and inability to do something (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Activity grid.

➢ Magazines, glue, scissors.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. state personal actions in the past, present and future **A–3.2** state personal actions	➤ **Partner Share** Arrange the students into small groups and have them share what they did during the past week and their plans for the weekend; e.g., – One fun thing I did: *Paatii ni ikimashita.* (I went to a party.) – One thing I learned: *Nihongo o benkyou shimashita.* (I studied Japanese.) – One thing I ate: *Tenpura o tabemashita.* (I ate tempura.) ➤ **Postcards** Have the students write and illustrate a postcard as if they were visiting Canada or Japan. Have the students state what they did in the present, past and future tense; e.g., "*Kinou, watashi/boku wa hokkaidou no yuki matsuri ni ikimashita.*" (Yesterday, I went to the Sapporo Snow Festival in Hokkaido.) "*Ashita, watashitachi/bokutachi wa Toukyou ni ikimasu.*" (Tomorrow, we are going to Tokyo.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • state personal actions in the past, present and future?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to state personal actions in the past, present and future.	➢ None required.
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create postcards. Use the rubric to evaluate how well students are able to state personal actions in the past, present and future (see sample blackline master in Appendix E: Rubric).	➢ Sample postcards.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions a. encourage other group members to participate	➢ **Group Dynamics** Introduce phrases such as: – *Haitte kudasai!* (Join us!) – ____ *san/kun no ban desu.* (It's someone's turn.) – *Kotaete kudasai.* (Answer, please.) – *Itte kudasai.* (Speak, please.) – *Ikimashou.* (Let's go.) – *Ganbatte!* (You can do it!) Post the phrases around the classroom and have the students use these phrases to encourage others to participate during games and group activities. ➢ **Game Time!** Arrange the students into small groups and give each group a board game to play. Remind the students to use learned phrases to encourage their group members to participate.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- encourage other group members to participate?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before games and group activities. Use the checklist to assess if students are able to encourage other group members to participate (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they play the games. Record anecdotal notes of the extent to which students are able to encourage other group members to participate (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper.

➢ Variety of board games.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions b. assume a variety of roles and responsibilities as group members	➢ **Cooperative Learning** When the students are working in groups, assign specific roles to each member of the group. Review structures and vocabulary for each role and have the students practise this vocabulary when working together; e.g., – *shikai* (facilitator) – *shoki* (recorder) – *tokei gakari* (timekeeper) – *happyousha* (presenter). Create a class list and note the roles that each student has had. Ensure that students have an opportunity to take on a variety of different roles. ➢ **Classroom Helpers** Encourage the students to assist in classroom roles; e.g., class leaders who give commands to the class: – *Tatte kudasai./Kiritsu.* (Please stand.) – *Rei.* (Bow, please.) – *Suwatte kudasai/Chakuseki.* (Everyone, please sit down.) – *Mina san, shizuka ni shite kudasai.* (Everyone, please be quiet.) Assign weekly roles on a class chart.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • assume a variety of roles and responsibilities as group members?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to assume a variety of roles and responsibilities as group members.	➢ None required.
➢ **Anecdotal Notes** Observe students as they perform various classroom roles. Record anecdotal notes of the extent to which students are able to assume a variety of roles and responsibilities as group members (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Chart of classroom roles.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–3.3 manage group actions c. check for agreement and understanding	➢ **Useful Phrases** Review and model expressions for checking for agreement and understanding; e.g., *Ii desu ka?* (Is it alright?), *Wakarimashita ka?* (Did you understand?) Write them on the board and encourage the students to use them during group work. ➢ **Group Conversations** Divide the students into groups and have them take turns being the speaker. The speaker of the group attempts to talk for one minute on any topic. Have the speakers check periodically for understanding, e.g., "*Wakarimasu ka?*" (Do you understand?) "*Ii desu ka?*" (Is it alright?/Are you with me?), and elaborate or clarify if they are having difficulty. The other group members then summarize what the speakers said.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–3 to get things done

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • check for agreement and understanding?	
➢ **Anecdotal Notes** Observe students as they participate in the activity. Record anecdotal notes of the extent to which students are able to check for agreement and understanding (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Chart paper.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students prior to beginning the activity. Use the checklist to assess if students are able to check for agreement and understanding (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. initiate relationships	➢ **E-mail Correspondence** Review appropriate introductory words or expressions, such as *Hajimemashite* (How do you do?) and *Douzo yoroshiku.* (Nice to meet you.) Review and practise self-introductions and have the students e-mail each other or students in other Japanese classes. **Caution** Students should be monitored when they use the Internet. ➢ **Greetings** Review culturally appropriate ways to greet a variety of people in Japanese, e.g., friends, elders, teachers, by learning and dramatizing mini dialogues. Ask the students to use these mini dialogues as models for producing their own dialogues that demonstrate socially appropriate ways of initiating relationships. For example: Teacher teacher (to teacher): *jaa mata* student (to teacher): *sayounara* Friend friend A (to friend B): *ohayou* Elders boy (to elder): *ohayou gozaimasu* elder (to boy): *ohayou* ➢ **Role-plays** Make up a list of phrases that are used when working or playing with others; e.g., – *Tetsudatte kudasai.* (Please help me.) – *Isshoni kite kudasai.* (Come with me.) – *Isshoni asobimashou.* (Let's play together.) Divide the students into pairs and have them role-play inviting a friend or family member to go somewhere or to do something. Consider video recording the role-plays for review as a class.

A–4.1
manage personal relationship

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- initiate relationships?

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they e-mail other students. Students use the checklist to determine if they are able to initiate relationships. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they present mini dialogues. Use the checklist to assess if students are able to initiate relationships (see sample blackline master in Appendix E: Observation Checklist).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they present role-plays. Students use the checklist to determine if their peers are able to initiate relationships (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Student e-mail pals, e-mail, printer.

➢ None required.

➢ List of relevant phrases.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships b. use appropriate ways to make and break social engagements	➢ **Invitations** Ask the students to write brief notes inviting classmates to an imaginary event, then pass their notes to their classmates, who respond. The receiving students send notes saying that they will not be able to attend the event. For example: A san: *Ashita, paatii ni kimasen ka?* (Tomorrow, won't you come to the party?) B san: *Sumimasen ga, ashita wa ikemasen.* (Sorry, but I can't go tomorrow.) **Extension** Have the students role-play a scenario in which someone invites another person to an event, he or she accepts, then later declines. Video record these skits and play them for the students. ➢ **Role-play** Divide the students into small groups, and have them create a role-play scenario in which one student invites the other members to an event. Some students accept the invitation while others accept the invitation and then cancel. Encourage the students to use politeness conventions and to provide valid reasons for cancelling.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use appropriate ways to make and break social engagements?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before sending and responding to notes. Use the checklist to assess if students are able to use appropriate ways to make and break social engagements (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they present invitation role-plays. Record anecdotal notes of the extent to which students are able to use appropriate ways to make and break social engagements (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–4.1 manage personal relationships c. refuse politely	➢ **I Can't Make It!** Introduce and practise appropriate ways to apologize and refuse politely. For example: – *Sumimasen, jikan ga arimasen.* (Sorry, I don't have time.) – *Hontou ni sumimasen, kyou wa ikemasen.* (I'm really sorry that I can't go this time.) Divide the students into pairs and have them role-play inviting each other to a party and declining politely. The students may use puppets to role-play.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–4 to form, maintain and change interpersonal relationships

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • refuse politely?	
➢ **Anecdotal Notes** Observe students as they role-play with partners. Record anecdotal notes of the extent to which students are able to refuse politely (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Poster of expressions of apology and polite refusal.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. ask questions to gain knowledge and understanding **A–5.1** discover and explore	➤ **What Am I?** Place the name of an animal on the back of each student in the class. Have the students circulate in the class, asking each other questions to determine what their animal is. Once all of the students have discovered what they are, have them organize themselves in various ways; e.g., *Ookii doubutsu desu ka?* (Are you a big animal?) **Extension** Place the name of a profession on the back of each student. Have the students ask questions to find out what their professions are, then organize themselves in a variety of ways; e.g., outdoor or indoor jobs, work with others or work alone, use computers or do not use computers. ➤ **4Ws (Who, What, Where, When)** Have the students ask questions in the present tense about a topic of their choice; e.g., birthdays, favourites, family, hobbies. **Alternative Activity** Give each student a list of the 4Ws. Have the students find partners and ask each other one question. After both ask and answer, they check off the question word. Have the students continue until they have asked all of the questions on their list.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- ask questions to gain knowledge and understanding?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they ask questions about and guess their identity. Use the checklist to assess if students are able to ask questions to gain knowledge and understanding (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Animal pictures or word cards, professions cards, tape.

➢ **Anecdotal Notes**
Observe students as they ask each other questions. Record anecdotal notes of the extent to which students are able to ask questions to gain knowledge and understanding (see sample blackline master in Appendix E: Anecdotal Notes).

➢ Question lists.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. compare items in simple ways	➤ **Shoebox Objects – Show and Tell** Divide the students into small groups and give each group a shoebox filled with a variety of objects that they can name. Have each student, in turn, pull an object from the box, saying "This is a (an) _____." Direct all the groups to compare the items in simple ways; e.g., – *ookii/chiisai* (big/small) – *nagai/mijikai* (long/short) – *karui/omoi* (light/heavy). Have the student groups then present their shoeboxes to the class and explain how they compared their items.
A–5.2 gather and organize information	➤ **Lifestyle Similarities** Arrange the students into small groups and have them conduct research to identify similarities between Japanese and Canadian cultures. Topics to consider might include: – *matsuri* (festivals) – *koutsuu* (transportation) – *komyunikeeshon* (communication; e.g., cell phones, e-mail).
	➤ **Classroom Objects** Ask the students, in small groups or partners, to compare classroom objects in simple ways; e.g., colour, size, shape, use, number.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:
- compare items in simple ways?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare the items in their shoeboxes. Use the checklist to assess if students are able to compare items in simple ways (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Variety of objects, shoeboxes.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they compare life in Japan and Canada. Use the rating scale to assess how well students are able to compare items in simple ways (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Internet, resources on Japanese and Canadian culture, travel brochures, magazines.

➢ **Anecdotal Notes**
Observe students as they compare classroom objects. Record anecdotal notes of the extent to which students are able to compare items in simple ways (see sample blackline master in Appendix E: Anecdotal Notes).

➢ A variety of classroom objects.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. compose questions to guide research	➤ **KWL Chart** Have the students fill out KWL charts (see Appendix D: Graphic Organizers) to guide their research on a specific topic; e.g.,

A–5.2
gather and organize information

What I **Know**	What I **Want to find out**	What I **Learned**
Japan is an island country. It is in Asia.	*Doko desu ka?* (Where is it?) *Ookii kuni desu ka?* (Is it a big country?) *Ichiban takai yama wa nan desu ka?* (What's the highest mountain?)	

Have the students use the questions from the middle section of their charts to guide their research.

➤ **4Ws (Who, What, Where, When)**
Arrange the students into small groups and have them create a series of questions to guide their research on a specific topic. Encourage students to follow the 4Ws model (see Appendix D: Graphic Organizers).

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • compose questions to guide research?	
➢ **Self-assessment Rating Scale** Create an outcome-based self-assessment rating scale and share it with students before they fill out a KWL chart. Students use the rating scale to assess how well they are able to compose questions to guide research (see sample blackline master in Appendix E: Self-assessment Rating Scale).	➢ Variety of resources on Japan and Canada, books, magazines, travel brochures, Internet.
➢ **Anecdotal Notes** Observe students as they formulate questions to guide their research. Record anecdotal notes of the extent to which students are able to compose questions to guide research (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. identify sources of information	➤ **Brainstorm then Research** Topic: Geography survey. Pose the question such as *Ichiban takai yama, ichiban nagai kawa, ichiban ookii mizuumi* (the highest mountain, longest river, largest lake). Ask the class to brainstorm and list possible sources of information; e.g., magazines, books, teacher-created information sheets, Internet, people from the community, videos, menus, local restaurants, grocery stores. Have each student then choose one source of information for answers to the question. Later, have each student describe the resource they used to the class and summarize the information that it contained. Encourage the class to find and use a variety of information sources; e.g., *zasshi* (magazine), *hon* (books), *bideo* (video), and *Intaanetto* (Internet). **Caution** Students should be monitored when they use the Internet. ➤ **Where Can I Find...** Make a list of questions about various aspects of Japan, including culture and politics; e.g., – Who is the leader of Japan? – What type of money do they use in Japan? – What is the biggest city in Japan? – What is the most popular television show in Japan? Have the students brainstorm where they could find out the answers to these questions, such as a dictionary, the Internet, books, magazines, and decide where the best place is to find the answer to each question. Ask the students to present their questions, answers and sources. Japanese expressions to be used could include: – *Nan de shirabemashita ka?* (How did you research it?) – _____ *de shirabe mashita.* (We researched with _____.)

A–5.2
gather and organize information

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify sources of information?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before brainstorming sources of information. Use the checklist to assess if students are able to identify sources of information (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ A wide variety of resources on Japan.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they brainstorm sources of information. Use the rating scale to assess how well students are able to identify sources of information (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ A wide variety of resources on Japan.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
A–5.2 gather and organize information d. record observations	➤ **Classroom Chart** Create a class chart for recording various pieces of daily or weekly information, such as the win, loose or tie of a local sports team, the local weather, the weather in a city in Japan, the number of people in class that day and so on. Have the students take turns recording the information in the class chart. This chart could also be part of a class Web site. **Caution** Students should be monitored when they use the Internet. ➤ **Peer Assessment** During role-play activities, have the students record their observations of each group's role-play; e.g., – *Yokatta desu.* (It was good.) – *Maa maa deshita.* (It was okay./It was so-so.) – *Uun, chotto.* (Well …./I did not like it.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • record observations?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they record observations in a class chart. Use the checklist to assess if students are able to record observations (see sample blackline master in Appendix E: Observation Checklist).	➢ Wall chart, markers, Japanese newspapers or Internet.
➢ **Anecdotal Notes** Observe students as they record observations based on classmates' role-plays. Record anecdotal notes of the extent to which students are able to record observations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and describe a problem **A–5.3** solve problems	➢ **Class Interaction** Arrange the students into small groups and have each group create a role-play demonstrating a problem; e.g., an English-speaking tourist is lost in Japan, you are having difficulty understanding a restaurant menu. Ask the student groups to present their role-plays to the class. The students in the other groups watch the role-plays and work together to identify the problem depicted. Continue the activity until all groups have had the opportunity to present their role-plays. ➢ **What's Wrong With This Picture?** Arrange the students into small groups and give each group a picture depicting a different problem. Have the students work together to identify and describe the problems. After a set time, have the groups switch pictures and repeat the process.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify and describe a problem?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they present role-plays. Use the rubric to evaluate how well students are able to identify and describe a problem (see sample blackline master in Appendix E: Rubric).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they work in groups to identify the problems depicted. Use the checklist to assess if students are able to identify and describe a problem (see sample blackline master in Appendix E: Observation Checklist).	➢ Pictures depicting problems, Deai materials from Japan Forum.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. understand and use the steps in the problem-solving process **A–5.3** solve problems	➢ **Problem Solving** Present a simple problem-solving model to the class. Divide the students into groups and provide each group with a number of scenarios that involve a problem that requires a solution. For example: – Your parents have chosen a particular type of summer vacation, but you would like a different type of vacation. – You want to borrow a book from a library, but you do not have a library card. – You need a part for your video game, but you cannot find it anywhere. – You and your friends want to play soccer, but the field is not available. Have the students brainstorm various possible solutions for the problems and then choose the best one. Have each group then create a skit based on the scenario and its solution. Parent A: *Natsuyasumi ni yama ni ikimashou.* (This summer, let's go to the mountains.) Child B: *Yama desu ka? Umi ga ii desu.* (The mountains? I'd rather go to the ocean.) Parent A: *Umi wa tooi desu yo.* (The ocean is too far!) Child B: *Sou desu ne. Jaa, yama no mizuumi ni ikimashou.* (Yes, that's right. Well, let's go to a mountain lake.) Parent A: *Ee, ii desu ne.* (Yes, sounds good.)

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand and use the steps in the problem-solving process?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create skits based on solving problems.
Students use the checklist to determine if they are able to understand and use the steps in the problem-solving process (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. express their views on a variety of topics within their direct experience **A–5.4** explore opinions and values	➤ **Sharing Session** As part of a discussion about Japanese lifestyle, have the students share their own personal understandings and opinions on topics like Japanese food, anime, electronics. After the sharing session, have the students choose one area of interest and design a poster for a brief presentation to the class. ➤ **Professions** As part of a discussion about professions and occupations, have the students individually choose one profession that they feel would be ideal for them. Ask the students to write three reasons why they have chosen that particular job. Then have the students work in partners or in groups of three or four to discuss the chosen professions and reasons for the choices; e.g., *Watashi/boku wa haisha ni naritai desu.* (I want to be a dentist.) 1. *Kagaku ga suki desu.* (I like science.) 2. *Benkyou ga suki desu.* (I like studying.) 3. *Kanemochi ni naritai desu.* (I want to become rich.) Have the groups put their choices and main reasons on chart paper and share them with the class.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- express their views on a variety of topics within their direct experience?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Rubric).

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they discuss jobs they are interested in. Use the checklist to assess if students are able to express their views on a variety of topics within their direct experience (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

MATERIALS

➢ Reference materials, poster materials.

➢ Chart paper.

General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
A–5.4 explore opinions and values	b. gather opinions on a topic within their direct experience	➢ **School Hot Topic** Discuss a topic that is currently a hot topic around the school (e.g., year-end party, dress code, littering, school barbecue celebration, a new school policy, a school event). Write any relevant or new vocabulary on the board. Divide the students into groups and have each member of the group record his or her own opinion on the topic. Have the students then share their opinions with their groups and create a group summary of the different opinions. Have all the groups then present their summaries to the class.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–5 to extend their knowledge of the world

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • gather opinions on a topic within their direct experience?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they participate in group discussions. Use the checklist to assess if students are able to gather opinions on a topic within their direct experience (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

A–6.1 humour/fun

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for fun and to experience simple humour	➢ **Comic Strips** Read various sample comic strips in Japanese and have the students develop and create their own simple comic strips. Encourage them to use humour, puns and jokes in their comics.
	➢ **Japanese Fun Day** Organize a simple Japanese fun sports day contest *(Undoukai)*. Encourage all the students to participate.
	➢ **Japanese Television** Play humorous television commercials or a comedy show from Japan. Have the students watch the Japanese television commercials several times, looking for humour.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for fun and to experience simple humour?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create comic strips. Students use the checklist to determine if their peers are able to use the language for fun and to experience simple humour (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they participate in a Japanese fun sports day. Record anecdotal notes of the extent to which students are able to use the language for fun and to experience simple humour (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use the language for fun and to experience simple humour.

MATERIALS

➢ Sample comic strips in Japanese and English.

➢ Various Japanese games.

➢ Humorous Japanese television shows, cartoons, advertisements.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language creatively and for aesthetic purposes	➢ **Collage** Have the students create and present collages based on a topic or theme, such as daily routine, animals or clothing.
	➢ **Picture Me** Have the students create a picture using words such as their name, age, favourite colour, favourite activity. Have the students use the Japanese words to create a visual image that represents themselves. Post the pictures in a display in the classroom or elsewhere in the school. Invite the students to present their posters to their classmates.
	➢ **Poems** Have the students create patterned poems, such as acrostic poems or *haiku*, in Japanese. For example: *o* … *kimasu* *ha* … *o migakimasu* *yo* … *ui o shimasu* *u* … *mi ni ikimashou.*

A–6.2 creative/aesthetic purposes

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • use the language creatively and for aesthetic purposes?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they create collages. Use the rubric to evaluate how well students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Rubric).	➢ Magazines or pictures, scissors, glue, paper, markers.
➢ **Anecdotal Notes** Observe students as they create pictures using words. Record anecdotal notes of the extent to which students are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create poems. Students use the checklist to determine if their peers are able to use the language creatively and for aesthetic purposes (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ Sample poems in Japanese.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use the language for personal enjoyment	➢ **Music Videos and CDs** Provide Japanese music videos or audio CDs for the students to watch or listen to during unstructured classroom time. Encourage the students to listen to and repeat songs they like.
A–6.3 personal enjoyment	➢ **Tracking Your Use of the Language** Challenge the students to use Japanese for personal enjoyment once a week. Suggestions for personal enjoyment opportunities include watching a film or video, reading a magazine, listening to some music, sending an e-mail message to an e-pal, writing a note or card to a friend, looking at an Internet site, listening to a radio program, learning a fun new expression to say. Have the students note their use of Japanese for enjoyment in their learning logs.
	➢ **What Do You Think is Fun?** Set up several centres of Japanese-language activities throughout the class; e.g., music, computer activities, games. Allow the students to choose the centres that they think will be most fun. Encourage the students to use as much Japanese as possible.

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General Outcome for Applications
Students will use Japanese in a variety of **situations** and for a variety of **purposes**.

A–6 for imaginative purposes and personal enjoyment

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use the language for personal enjoyment?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to Japanese music. Use the checklist to assess if students are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use the language for personal enjoyment.

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they visit the various activity centres. Students use the rating scale to assess how well they are able to use the language for personal enjoyment (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Japanese music videos, audio CDs, viewing or listening station.

➢ Variety of activities for personal enjoyment.

➢ Variety of Japanese language centres; e.g., music, computer activities, games.

Language Competence

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

LC–1.1 sound system

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. consistently recognize and pronounce kana-based (moraic) sounds	➢ **Random Hiragana Card Recognition** Ask the students to pronounce randomly shown hiragana flash cards. Encourage the students to focus on their pronunciation.
	➢ **Mora Clapping** Write simple kana words on the board, such as *ohayou gozaimasu* (good morning) or *konnichiwa* (hello). Together with the students, read these words slowly, clapping out each mora.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- consistently recognize and pronounce kana-based (moraic) sounds?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they read the hiragana flash cards. Use the checklist to assess if students are able to consistently recognize and pronounce kana-based (moraic) sounds (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they read the simple kana words. Record anecdotal notes of the extent to which students are able to consistently recognize and pronounce kana-based (moraic) sounds (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize some of the effects that intonation has in different situations	➤ **Intonation Differences** Read a sample set of phrases/sentences to demonstrate the effect of intonation in different situations; e.g., – *Sou desu ka.* (rising intonation — statements that question) – *Sou desu ka.* (dropping intonation — affirmative sentences when learning new information) – *Hontou.* (rising intonation — statements that question) – *Hontou.* (dropping intonation — to emphasize that something is true or correct) Have the students repeat after you and discuss how different intonation can change the meaning. Divide the students into partners and have them role-play using different intonations to change the meaning. Consider video recording these role-plays for review by the students. ➤ **Identifying Intonation** Have the students watch video clips of different situations. Ask the students to listen to the intonation of the speaker(s) to determine the mood; e.g., angry, happy, surprised.

LC–1.1
sound system

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize some of the effects that intonation has in different situations?	
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they discuss the effects of intonation. Students use the checklist to determine if they are able to recognize some of the effects that intonation has in different situations (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ None required.
➢ **Anecdotal Notes** Observe students as they determine the mood of characters in videos. Record anecdotal notes of the extent to which students are able to recognize some of the effects that intonation has in different situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Video clips of different situations, viewing station.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.1 sound system c. recognize and pronounce familiar borrowed words	➢ **Borrowed Words** Brainstorm and discuss various Japanese words commonly used in English; e.g., judo, karate, sushi, kamikaze, futon, ninja, tsunami, honcho, karaoke, kimono. Have the students pronounce the words properly and use them in sentences. ➢ **Katakana Search** Display various katakana-based word items or pictures around the room. Say a word and see who is the first to find the item or picture of the item in the classroom. Have the student say the word as he or she identifies it. ➢ **Ticket Out the Door** As a dismissal routine, have the students correctly pronounce a borrowed word before leaving the classroom. If a student mispronounces the word, he or she waits until his or her next turn.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize and pronounce familiar borrowed words?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before discussing borrowed words. Students use the checklist to determine if their peers are able to recognize and pronounce familiar borrowed words (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they search for katakana words. Use the checklist to assess if students are able to recognize and pronounce familiar borrowed words (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they pronounce borrowed words to exit the classroom. Record anecdotal notes of the extent to which students are able to recognize and pronounce familiar borrowed words (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Katakana-based word items or pictures.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. consistently read and write the complete hiragana system	➢ **Student Crosswords** Have the students create their own theme-based word searches and crossword puzzles using the hiragana system. Have the students exchange their crossword puzzles with partners to complete.
LC–1.2 writing systems	➢ **Children's Book** Ask the students to read a simple children's book, *manga* or comic in hiragana, first to themselves and then aloud to a partner. If possible, have the students audio or video record their readings and review them to assess their pronunciation. **Extension** Have the students read the children's book, *manga* or comic to students in a younger grade. **Extension** After reading several sample children's books in hiragana, have the students create their own children's books and share them with their classmates or students in a younger grade.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- consistently read and write the complete hiragana system?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create word searches. Students use the checklist to determine if their peers are able to consistently read and write the complete hiragana system (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they read for their partners or the class. Students use the checklist to determine if they are able to consistently read and write the complete hiragana system. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

MATERIALS

➢ Sample word searches and crossword puzzles; e.g., www.puzzlemaker.com.

➢ Children's books, *manga* or comic in Japanese, audio or video recorder (optional), viewing/listening station (optional).

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. write some familiar words in katakana	➢ **Name Cards *(Meishi)*** Have the students create their own name cards for their desks, front pages for binders and so on, using katakana. **Extension** Have the students create business cards that show their names, school name, and a favourite expression and so on. ➢ **Classroom Posters** Ask the students to create classroom posters for vocabulary words such as animals, clothing, daily routine and other lexical fields, using katakana. Display the posters and have the students refer to them during class time. ➢ **Classroom Labels** Arrange the students into small groups and give each group a list of classroom objects to be identified in katakana. Have the student groups work together to create classroom labels in katakana. Once groups have completed their labels, they exchange them with another group. The students then work together to label the classroom objects, using the sets of katakana labels given to them by the other groups.

LC–1.2
writing systems

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- write some familiar words in katakana?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create name cards or business cards. Use the rating scale to assess how well students are able to write some familiar words in katakana (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create posters. Use the rubric to evaluate how well students are able to write some familiar words in katakana (see sample blackline master in Appendix E: Rubric).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create classroom labels. Use the checklist to assess if students are able to write some familiar words in katakana (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ Poster materials.

➢ Index cards.

General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.2 writing systems c. recognize some simple kanji	➢ **Classroom Calendar** Display a classroom calendar that uses kanji for the days of the week and months of the year. Ask the students to create their own calendars to be included in their agendas or notebooks. Play a game with students in which they point to the appropriate day or month as you say it. **Extension** Ask the students to use the calendar to record the date in their notebook or on the board. ➢ **Kanji Clock** Have the students draw a clock in their notebooks and use kanji for the numbers 1–12. Play a game in which students point to the time on the clock as you say it.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some simple kanji?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create their own calendars. Use the checklist to assess if students are able to recognize some simple kanji (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Classroom calendar, blank calendars for students.

➢ **Anecdotal Notes**
Observe students as they draw clocks in their notebooks. Record anecdotal notes of the extent to which students are able to recognize some simple kanji (see sample blackline master in Appendix E: Anecdotal Notes).

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • daily routine • sports/hobbies • animals • clothing • and any other lexical fields that meet their needs and interests **LC–1.3** lexicon	➢ **Matching** Create a matching handout in which students match the picture in one column with the appropriate vocabulary term in the opposite column. Upon completion, have the students switch their papers with partners and mark each other's work. ➢ **Concentration Card Game** Prepare sets of sport and hobby pictures and a matching set of cards with the corresponding Japanese words on them. Have the students try to match the pictures and the corresponding words. When the students match these paired cards, they continue their search for another pair. ➢ **Role-play** Ask the students to create a role-play based on one of the following lexical fields: typical sports or hobbies, animals, clothing. ➢ **Posters** Ask the students to create poster displays related to a chosen lexical field. Have the students include words and phrases related to the lexical field and display the posters for future reference.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they complete the handout. Students use the checklist to determine if their peers are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they play the matching game. Students use the checklist to determine if they are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they present their role-plays. Record anecdotal notes of the extent to which students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create posters. Use the checklist to assess if students are able to use a repertoire of words and phrases in familiar contexts, within a variety of given lexical fields (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Handout with pictures and words for matching.

➢ A set of cards with pictures and words of sports and hobbies (one for each group).

➢ None required.

➢ Poster materials.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

LC–1.4 grammatical elements

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use, in modelled situations,★ the following grammatical elements: • V ています • V てもいいです（か） • V ては いけません/だめです • V たいです • A い/NaA な+ N • N じゃなかったです/じゃありませんでした • N が できます/じょうずです/とくいです/へたです • N が いちばん A/NaA です • V *te imasu* • V *temo ii desu (ka)* • V *te wa ikemasen/dame desu* • V *tai desu* • A *i*/NaA *na* + N • N *ja nakatta desu/ja arimasen deshita* • N *ga dekimasu/jouzu desu/tokui desu/heta desu* • N *ga ichiban A/NaA desu*	➢ **Making Sentences** Write a simple sentence on the board and label its parts (e.g., noun, verb, object, subject). Divide the students into groups and have them use the words from their personal dictionaries to create as many different sentences as they can in one minute. Compare to see which group created the most sentences. **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in modelled situations, the [given] grammatical elements?

➢ **Anecdotal Notes**
Observe students as they make sentences. Record anecdotal notes of the extent to which students are able to use, in modelled situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Personal dictionaries.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–1.4 grammatical elements b. use in structured situations,★ the following grammatical elements: • V て • V てください • V ました/ませんでした • V ましょう • V ませんか • A いです • A くないです • NaA です • NaA じゃないです/じゃありません • N じゃないです/じゃありません • N でした • N が いいです • N は/が あります/います • V *te* • V *te kudasai* • V *mashita/masendeshita* • V *mashou* • V *masen ka?* • A *i desu* • A *ku nai desu* • NaA *desu* • NaA *ja nai desu/ja arimasen* • N *ja nai desu/ja arimasen* • N *deshita* • N *ga ii desu* • N wa/ga *arimasu/imasu*	➢ **Cloze Activity** Develop cloze activity sheets for students that involve familiar scenarios and vocabulary. Encourage the students to use their knowledge of the specific grammatical elements to predict the missing words in the cloze passage. For example: – *Mizu o nonde mo ii desu ka?* (Can I have a drink of water?) – *Gakkou ni ikimasu.* (I will go to school.) ➢ **Word Cards** Prepare word cards to use with a pocket chart. Show how to use the cards to create a variety of sentences. Have the students take turns using the word cards to create sentences in the pocket chart. Ask the students to then record their sentences in their notebooks. For example: – *Kokuban o mite kudasai.* (Look at the blackboard, please.) – *Nihongo o benkyou shimashita.* (I studied Japanese.) – *Kinyoubi ni eiga o mimasen ka?* (Why don't we watch a movie on Friday?) **Legend** **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, in structured situations, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they complete the cloze activity. Use the checklist to assess if students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they use the word cards to create sentences. Record anecdotal notes of the extent to which students are able to use, in structured situations, the given grammatical elements (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Cloze paragraph.

➢ Word cards, pocket chart.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. use, independently and consistently,★ the following grammatical elements • V ます/ません • V *masu/masen*	➢ **Modified Duck Duck Goose** Ask the students to form a circle with two students standing on the outside. The two standing students are instructed to walk in opposite directions around the seated students. As these two students walk around the circle, a leader student repeatedly calls out a masu form verb, such as *ikimasu* (I will go). After some time, the leader calls out *ikimasen* (I will not go). This signals the two standing participants to run in the opposite directions toward an open seat in the circle.
LC–1.4 grammatical elements	➢ **Paragraph Presentation** Have the students write a simple weekend plan for an oral presentation related to hobbies, a holiday, sports, games or pets and animals. Before presenting their simple paragraphs to the class, have the students edit their paragraphs for grammar, spelling and punctuation. Post the written student paragraphs in a class display.
	Legend **N** means noun **V** means verb **A** means *i*-adjective **NaA** means *na*-adjective

★ Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–1 attend to form

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use, independently and consistently, the [given] grammatical elements?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play the game. Use the checklist to assess if students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ None required.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write simple paragraphs. Use the rubric to evaluate how well students are able to use, independently and consistently, the given grammatical elements (see sample blackline master in Appendix E: Rubric).

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–2.1 listening a. understand short, simple oral texts on familiar topics in guided situations	➢ **Radio and Television Advertisements** Ask the students to listen to radio ads or watch television ads for vacation destinations or retail items. Individually, have the students identify the main activities and positive characteristics of the destination or item. Then have students work with partners to share information and represent the main points of the ad visually. ➢ **Airport Announcements** Read various flight announcements and bulletins to the class as if over an airport intercom. Give each student an airline ticket and have them verify their departure gate and if their flight is on time or delayed. ➢ **Restaurants** Divide the students into groups and have them choose a waiter for each group. The waiters describe the menu options. Each group member then orders an item from each category. For example: – *Hanbaagaa o kudasai.* (Please give me a hamburger.) – *Gyuunyuu o kudasai.* (Please give me some milk.) – *Aisukuriimu o kudasai.* (Please give me some ice cream.)

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple oral texts on familiar topics in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they listen to or watch advertisements. Use the checklist to assess if students are able to understand short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they listen to the airport announcements. Record anecdotal notes of the extent to which students are able to understand short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before participating in the restaurant role-play. Students use the checklist to determine if their peers are able to understand short, simple oral texts on familiar topics in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Japanese television advertisements or Japanese radio advertisements.

➢ Sample flight announcements in Japanese, sample airline tickets.

➢ Japanese restaurant menus.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. understand short, simple written sentences in guided situations	➢ **Matching** Create an activity worksheet in which students match a variety of short, simple sentences to one of the pictures available; e.g., – *Gakkou ni ikimasu.* (I will go to school.) – *Benkyou o shimasu.* (I will study.) Have the students draw an arrow from the picture to the matching Japanese sentence and compare their answers with partners.
LC–2.2 reading	➢ **Unscramble Sentences** Cut a passage into single sentence strips or cut words from a sentence. Scramble the sentences or words and have students put them in the correct order.
	➢ **Following Directions** Have the students participate in a simple science experiment by reading the instructions and following the steps; e.g., 1. *Koppu ni mizu o irete kudasai.* (Put water in a glass.) 2. *Kuranberii juusu o tashite kudasai.* (Add cranberry juice, please.) 3. *Serori o irete kudasai.* (Put a celery stick into the glass.) 4. *Serori o mite kudasai.* (Watch the celery.) Lead a simple discussion on the outcome of the experiment.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- understand short, simple written sentences in guided situations?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before matching the text and pictures. Students use the checklist to determine if their peers are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they unscramble the words or sentences. Use the checklist to assess if students are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they follow the directions. Record anecdotal notes of the extent to which students are able to understand short, simple written sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Activity worksheets with pictures and matching sentences.

➢ Sentence or word strips.

➢ Materials to complete the simple science experiment.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

LC–2.3
viewing and nonverbal interpretation

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. derive meaning from visuals and other elements of a variety of media in guided situations	➢ **Ordering the Events** Cut up a Japanese comic strip and mix up the order of the scenes. Have the students rearrange the scenes to put them back in the correct order of events.
	➢ **Without the Sound** Play a Japanese commercial or cartoon without the sound and have the students discuss its story in groups. Have the students watch it again with the volume turned up to verify what took place.
	➢ **What's in a Photograph?** Display a variety of photographs and pictures from several Japanese magazines. Arrange the students into small groups and give each group a few pictures. Encourage the groups to derive meaning from the pictures; e.g., Japanese food photographs, Japanese town photographs, Japanese clothing photographs.
	➢ **Street Signs** Display a variety of street signs from Japan and have the students interpret their meanings.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–2 interpret texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- derive meaning from visuals and other elements of a variety of media in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they order the scenes from a comic. Use the checklist to assess if students are able to derive meaning from visuals and other elements of a variety of media in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before watching a show without the sound. Students use the checklist to determine if they are able to derive meaning from visuals and other elements of a variety of media in guided situations (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they examine the pictures. Record anecdotal notes of the extent to which students are able to derive meaning from visuals and other elements of a variety of media in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they examine the street signs. Students use the checklist to determine if their peers are able to derive meaning from visuals and other elements of a variety of media in guided situations (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Japanese comic strip, scissors.

➢ Japanese commercials or cartoons, viewing station.

➢ A variety of Japanese magazines.

➢ Street signs from Japan.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple spoken sentences in guided situations **LC–3.1** speaking	➢ **Interview Bingo** Ask the students to practise the pattern *V mashita ka?* (past tense *masu* verb questions). Prepare bingo cards with pictures that focus on certain verbs; e.g., people drinking coffee, tea, juice or people eating hamburgers, steak, sushi. No two cards should be exactly the same. Have the students take their bingo cards and find a partner. They play *janken* (rock, paper, scissors) with their partners to determine who gets to ask a question. For example, Student A asks Student B: *Sushi o tabemashita ka?* (Did you eat sushi?) If Student B has this picture on his or her card, he or she answers *hai* (yes). Student A then writes down Student B's name under that picture. The students keep asking *V mashita ka?* questions until at least one row or column has been filled in with student names. ➢ **Weekend Recap** Divide the students into groups and have them share with each other what they did on the weekend; e.g., *Eiga o mimashita.* (I watched a movie.)

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • produce simple spoken sentences in guided situations?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they play interview bingo. Use the rating scale to assess how well students are able to produce simple spoken sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Bingo cards with pictures.
➢ **Anecdotal Notes** Observe students as they share what they did on the weekend. Record anecdotal notes of the extent to which students are able to produce simple spoken sentences in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. produce simple written sentences in guided situations	➢ **Comic Strips** Invite the students to read comic strips from Japanese publications. Have the students create their own comic strips and publish them in a class comic book. ➢ **E-mail** Send the students an e-mail asking them about what they did on the weekend or about a movie they watched recently. Have the students respond via e-mail.
LC–3.2 writing	➢ **My Family** Have the students create a text that describes their families, where they live and what their families like to do. Have the students follow the writing process (prewriting, planning, writing, revision, correction and publication) and include illustrations or photographs. **Alternative Activity** After a school break, have the students write a few sentences about what they did during the break; e.g., – *Edomonton ni ikimashita.* (I went to Edmonton.) – *Hon o yomimashita.* (I read a book.) **Caution** Teachers should be aware that some students may live in foster or group homes and/or may not have a typical family structure. Alternative activities may be necessary. ➢ **Advertising** Ask the students to write an advertisements for a new product aimed at Grade 6 students. Have them illustrate their advertisements and display them in the class.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- produce simple written sentences in guided situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create comic strips. Use the checklist to assess if students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they respond to your e-mail. Students use the rating scale to assess how well they are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they write about their families. Use the rubric to evaluate how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rubric).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create advertisements. Use the rating scale to assess how well students are able to produce simple written sentences in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ Sample Japanese comic strips.

➢ E-mail.

➢ None required.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. use visuals and other elements of a variety of media to express meaning in guided situations	➢ **Sports Collage** Have the students create and label collages of traditional Japanese sports and Canadian sports; e.g., *tenisu, gorufu, aisu hokkee, kendou, karate, sumou* and *yakyuu* (tennis, golf, ice hockey, kendo, karate, sumo and baseball).
LC–3.3 representing	➢ **Visual Music** Have the students listen to Japanese music while painting, using colours that reflect the mood of the music.
	➢ **Special Box** Have the students create a special box in which they put items that represent themselves. Invite the students to hold each item up and share its meaning with their classmates.
	➢ **Express Yourself** Allow the students to express themselves through the use of visual elements in a variety of media; e.g., paint, sculpture, video, multimedia, sketching.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–3 produce texts

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- use visuals and other elements of a variety of media to express meaning in guided situations?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create collages. Use the rating scale to assess how well students are able to use visuals and other elements of a variety of media to express meaning in guided situations (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to use visuals and other elements of a variety of media to express meaning in guided situations.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create and present special boxes. Use the rubric to evaluate how well students are able to use visuals and other elements of a variety of media to express meaning in guided situations (see sample blackline master in Appendix E: Rubric).

➢ **Anecdotal Notes**
Observe students as they express themselves. Record anecdotal notes of the extent to which students are able to use visuals and other elements of a variety of media to express meaning in guided situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Sports magazines, pictures, scissors, glue.

➢ Japanese music, paints.

➢ Small boxes—one for each student, students' personal items.

➢ Variety of media.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. engage in simple interactions, using simple sentences	➤ **Interactive Expressions** During an interview activity, encourage the students to use the following expressions: – *sumimasen* (before questioning) – *eeto* (while asking/answering) – *arigatou* (when finished). Arrange the students into partners and have them take turns practising the use of these expressions while interviewing each other on their hobbies. ➤ **Bingo** Arrange the students into small groups and give each student a bingo card filled with different pictures of foods, sports and so on. Have the students ask each other questions based on a certain grammatical pattern; e.g., *Sushi wa suki desu ka?* (Do you like sushi?) If the person asked answers *hai* (yes), the student writes that person's name in that space on the bingo card. ➤ **Games** Invite the students to play a variety of board games, card games or matching games using simple Japanese expressions; e.g., *Dare no ban desu ka?* (Whose turn is it?)

LC–4.1
interactive fluency

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–4 interact

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in simple interactions, using simple sentences?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they conduct interviews. Use the checklist to assess if students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they play bingo. Students use the checklist to determine if they are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they play games. Record anecdotal notes of the extent to which students are able to engage in simple interactions, using simple sentences (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Bingo cards, bingo markers.

➢ A variety of board games, card games or matching games.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. distinguish between formal and informal situations **LC–5.1** register	➢ **Guest Speakers** When guest speakers visit the class, have the students use appropriate ways of greeting and thanking people; e.g., *arigatou* (thanks), *arigatou gozaimasu* (thank you very much), as opposed to *doumo*. Review other vocabulary and phrases appropriate for formal situations, such as *hajimemashite* (How do you do?) and *douzo yoroshiku onegaishimasu* (I'm very pleased to meet you). ➢ **Role-play** Provide the students with a number of different formal and informal scenarios (e.g., talking to the school principal, making after-school plans with a friend) and have them role-play them in groups. Afterward, discuss the different vocabulary and expressions used in formal and informal situations.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- distinguish between formal and informal situations?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before guest speakers visit the class. Use the checklist to assess if students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they present and discuss role-plays of formal and informal scenarios. Record anecdotal notes of the extent to which students are able to distinguish between formal and informal situations (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Japanese-speaking guest speakers.

➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES *Students will be able to:*	SAMPLE TEACHING AND LEARNING ACTIVITIES
a. imitate idiomatic expressions **LC–5.2** idiomatic expressions	➢ **Idiomatic Expressions Display** Work with the students to illustrate posters that show idiomatic expressions and their meanings. Display the posters so that students can refer to them during conversation and role-play. Encourage the students to use the sayings throughout the year; e.g., *douzo agatte kudasai* (an expression used to ask someone to come in—literally, please step up.) ➢ **Idiom Role-plays** Write idiomatic expressions that students have studied on a blank set of cards. Arrange the students into small groups and give each group an idiomatic expression card. Have the student groups create role-plays in which members use idiomatic expressions to enhance communication. Invite the student groups to present their role-plays to the class. Idiomatic expressions to use could include: – *tadaima* (an expression used upon returning home—literally, just now, I'm home.) – *okaerinasai* (an expression used to welcome someone home—literally, you are back.) – *atama ga ii* (an expression used to mean someone is smart—literally, your head is good.) – *onaka ga sukimashita* (an expression used to mean "I'm hungry."—literally, my stomach is empty.)

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • imitate idiomatic expressions?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they create posters. Use the checklist to assess if students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Observation Checklist).	➢ Poster materials, idiomatic expressions.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they participate in role-plays. Use the rating scale to assess how well students are able to imitate idiomatic expressions (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Idiomatic expressions written on blank cards.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

LC–5.3
variations in language

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. experience variations in speech; e.g., age and gender	➤ **Anime** Show an anime in which different types of speech are used. Ask the students to make observations about speech variations in the anime, and use "think–pair–share" to gather information. Ask the students to record their own observations, then share those observations with a partner. They make additions or adjustments to their own observations, then as a pair, share some of their observations with the class in a whole group discussion. ➤ **Guest Speakers** Invite guest speakers to talk about a familiar topic so that the students can be exposed to different ways of speech. Guest speakers could be: – a senior – a Japanese speaker who recently moved to Canada – a Japanese Canadian.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • experience variations in speech?	
➢ **Anecdotal Notes** Observe students as they observe differences in speech in the anime. Record anecdotal notes of the extent to which students are able to experience variations in speech (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Anime videos, viewing station.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to experience variations in speech.	➢ Guest speakers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.4 social conventions a. recognize verbal behaviours that are considered impolite	➤ **Teacher/Student Role-play** Ask the students to role-play situations in which they use the appropriate request form depending on their role as teacher or student; e.g., *tatte* or *tatte kudasai* (stand or stand, please). Discuss other examples of polite address when speaking to teachers. ➤ **Brainstorming** Present a recording of people using verbal behaviours that are considered impolite in Japan; e.g., *Oi* (Hey!). Discuss the impolite behaviours and brainstorm to create a class list of impolite verbal behaviours in Japan. Encourage the students to refrain from using these impolite behaviours in class and at home; e.g., remind the students to use V–*te kudasai* (please V) when asking someone to do something.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize verbal behaviours that are considered impolite?	
➢ **Anecdotal Notes** Observe students as they participate in role-plays. Record anecdotal notes of the extent to which students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm impolite behaviours. Use the checklist to assess if students are able to recognize verbal behaviours that are considered impolite (see sample blackline master in Appendix E: Observation Checklist).	➢ Recording of people using impolite verbal behaviours, chart paper, markers.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–5.4 social conventions b. recognize simple social conventions in formal interactions	➢ **Relationship Reflection** In any role-play situation, have the students think about their relationships with other people and show those relationships through actions like bowing (head nod or deep bow). In a whole group discussion, have the students reflect on how they represent various relationships in their lives through actions. Have the students create visual and/or written charts listing social conventions from their own cultures and Japanese culture.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize simple social conventions in formal interactions?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize simple social conventions in formal interactions.	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

LC–5.5
nonverbal communication

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize appropriate nonverbal behaviours in a variety of familiar contexts	➤ ***Meishi* (Business Card) Exchange** Discuss with students appropriate behaviour for receiving someone's business card. Have the students create their own business cards and exchange them, making sure that they bow and look at each other's cards. ➤ **Group Work** Encourage the class to use appropriate nonverbal behaviours during group work; e.g., identify themselves by pointing to their noses rather than raising their hands. Video record the students as they work together. Play the video recording of the class, pausing once in a while to ask the students to describe the nonverbal gestures shown. ➤ **Role-play** Ask the students to create role-plays demonstrating the use of appropriate and inappropriate nonverbal behaviours. Have the students in the audience identify the inappropriate nonverbal behaviours and explain why they are inappropriate.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–5 apply knowledge of the sociolinguistic/sociocultural context

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize appropriate nonverbal behaviours in a variety of familiar contexts?	
➢ **Anecdotal Notes** Observe students as they create and exchange business cards. Record anecdotal notes of the extent to which students are able to recognize appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Cardboard, markers.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they work in groups. Use the checklist to assess if students are able to recognize appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Observation Checklist).	➢ Video camera, viewing station.
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create role-plays. Students use the checklist to determine if their peers are able to recognize appropriate nonverbal behaviours in a variety of familiar contexts (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–6.1 cohesion/coherence a. sequence elements of a simple story, process or series of events	➢ **Putting the Story in Order** Arrange the students into small groups and give each group a simple story that has been cut up into separate sentences. Have the students work together to arrange the events of the story in the correct order. ➢ **Step-by-step** Arrange the students into small groups and have each group write a set of instructions for a simple task in Japanese; e.g., putting on your shirt, tying your shoes, walking the dog. After the students write these instructions down, have them exchange their instructions and try to follow them.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • sequence elements of a simple story, process or series of events?	
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they order the parts of the story. Use the rating scale to assess how well students are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Simple story cut up into separate sentences (one per group).
➢ **Peer-assessment Checklist** With the students, collaboratively create an outcome-based peer-assessment checklist before they create simple instructions. Students use the checklist to determine if their peers are able to sequence elements of a simple story, process or series of events (see sample blackline master in Appendix E: Peer-assessment Checklist).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

	SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
	Students will be able to:	
LC–6.1 cohesion/coherence	b. link simple sentences coherently	➢ **Conjunctions** Teach the students how to use conjunctions such as *soshite* (and) and *sorekara* (after that). Have the students explain the difference to each other, and then review their understanding as a whole class. In pairs, have the students discuss their daily routines on a weekday or weekend in three to four sentences using conjunctions. ➢ **Rewriting Dialogue** Brainstorm with the students to create a list of common linking words like *soshite* (and), *sorekara* (after that). Write a dialogue on the board using short sentences and no conjunctions. Have the students improve this dialogue by inserting some of these linking words and combining sentences in meaningful ways. After discussing the revised text, give them a new one to complete with a partner.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • link simple sentences coherently?	
➢ **Anecdotal Notes** Observe students as they discuss their routines with partners. Record anecdotal notes of the extent to which students are able to link simple sentences coherently (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they revise the text. Use the rating scale to assess how well students are able to link simple sentences coherently (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ None required.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
LC–6.2 text forms a. recognize some simple oral and written text forms	➢ **Show and Tell** Have a show and tell session in which you show a variety of oral and written text forms and ask the students to guess what the text is. Some examples include *nengajou* (New Year's card), menus, business cards, speeches, advertisements, traffic signs, radio broadcasts, weather reports. **Extension** Have the students brainstorm and write lists of different types of text forms they know from their daily lives. These lists can be used as future ideas for project work.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some simple oral and written text forms?

➢ **Anecdotal Notes**
Observe students as they identify the various text forms. Record anecdotal notes of the extent to which students are able to recognize some simple oral and written text forms (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ A variety of oral and written text forms.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SPECIFIC OUTCOMES		SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:		
LC–6.3 patterns of social interaction	a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., statement–reaction	➢ **Reactive Vocabulary** Encourage the students to react to a statement; e.g., Teacher: *Geemu o shimashou.* (Let's play a game.) Students: *Waaai!*—shows they are happy. Teacher: *Tesuto o shimashou.* (Let's have a test.) Students: *Tesuto? Eee!*—shows they are unhappy. Divide the students into groups and have them create and perform a role-play in which they use simple social interaction patterns learned in class. Invite the students to present their role-plays to the class.

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General Outcome for Language Competence
Students will use Japanese **effectively** and **competently**.

LC–6 apply knowledge of how discourse is organized, structured and sequenced

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- initiate interactions and respond using a variety of simple social interaction patterns?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they create and perform role-plays. Students use the checklist to determine if they are able to initiate interaction and respond using a variety of simple social interaction patterns (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ None required.

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Global Citizenship

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.1 accessing/analyzing cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. compare and make connections between some elements of Japanese culture and their own culture	➢ **Song Comparison** Have the students listen to Japanese and English songs with similar melodies such as "If You're Happy and You Know It." Have the students discuss the similarities between the songs.
	➢ **Weather Comparison** As a class, create two large maps: one of Japan and another of Canada. Divide each map into four parts and label it "spring," "summer," "fall," "winter" at the top. Have the students label the weather patterns, temperature ranges, cultural events, sports and activities appropriate to each season. Ask the students to work in groups to compare the differences in cultural activities between the two countries and how weather might affect these activities.
	➢ **Japanese and Canadian Gestures** Have the students brainstorm nonverbal gestures that are used in Canada and write them on the board. Demonstrate Japanese nonverbal gestures and have the students try to guess their meanings. For example: – thumb up = boyfriend/man – pinkie finger only pointing up = girlfriend/woman – okay sign = money – pointing to nose = yourself – victory sign = peace – linking pinkie fingers = making a promise – crossed index and middle finger = warding off evil or nasty things – covering one's mouth = feeling shy. Have the students compare the Japanese gestures with those typical to Canadian culture.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- compare and make connections between some elements of Japanese culture and their own culture?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to compare and make connections between some elements of Japanese culture and their own.

➢ **Anecdotal Notes**
Observe students as they create and compare the two maps. Record anecdotal notes of the extent to which students are able to compare and make connections between some elements of Japanese culture and their own (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they compare Japanese and Canadian gestures. Use the checklist to assess if students are able to compare and make connections between some elements of Japanese culture and their own (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Japanese song and English song.

➢ Map of Japan and map of Canada, weather information about the two countries, information about Japanese sports and activities for each season.

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. explore some elements of Japanese culture	➤ **A Day in the Life of …** Arrange the students into small groups and assign each group a person from Japanese culture; e.g., Japanese elementary student, sumo wrestler, Japanese Olympic athlete. Have the students conduct research to learn about the daily routines of these people and present their findings to the class. **Caution** Students should be monitored when they use the Internet. ➤ ***Maru ka batsu* (Circle or Cross)** *Maru* is represented with an "O" and means "true." *Batsu* is represented with an "X" and means "false." Draw a big "X" on the right side of the board and an "O" on the left side. Read out a statement about Japan and have the students who think it is true move to the "O" side of the room—the students who think it is false move to the "X" side of the room. Ask the students who guess incorrectly to sit down. The game continues until there are only a few students left. Some sample statements include: – The capital of Japan is Tokyo. (T) – Sushi is a type of chocolate bar. (F) – Japan has a king and a queen. (F) – Japan is an island country. (T) ➤ **Holidays and Festivals** Ask the students to explore various holidays and festivals in different cities or regions of Japan. Have them research and create presentations or posters that describe the customs and traditions involved in each festival. **Caution** Students should be monitored when they use the Internet.

GC–1.2
knowledge of Japanese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore some elements of Japanese culture?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they research the life of a Japanese person. Use the rating scale to assess how well students are able to explore some elements of Japanese culture (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they play Circle or Cross. Use the checklist to assess if students are able to explore some elements of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they explore Japanese holidays and festivals. Use the rubric to evaluate how well students are able to explore some elements of Japanese culture (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Various resources on Japanese culture, Internet.

➢ Various statements about Japan and Japanese culture.

➢ Various resources on Japanese festivals and celebrations, Internet, poster materials.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify some things they have in common with Japanese people their own age	➢ **A Day in the Life** Using reference materials, videos and the Internet, invite the students to research daily routines of their peers in Japan. Assign the students a specific part of the daily routine of an elementary student in Japan. Have the students draw that specific routine on poster-sized paper. When students are done drawing, arrange the pictures randomly at the front of the class. Have the students then arrange the pictures in the correct order. ➢ **Pen Pals and E-pals** Organize pen pals or e-mail pals with students in Japan or a Japanese bilingual class. Ask the students to write short descriptions in Japanese about themselves and ask questions about the other students. Encourage the students to maintain their pen pal/e-pal relationships throughout the year. **Caution** Students should be monitored when they use the Internet. ➢ **Guest Speaker** Invite a Japanese-speaking guest speaker to visit the students and discuss his or her daily life in Japan. Take a picture of the guest speaker and the students. This becomes the front page of a souvenir class book entitled "My Friend from Japan." Have each student write and illustrate one thing they have in common with their peer from Japan. Collect the pages in a class book to display in the classroom library.

GC–1.2
knowledge of Japanese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some things they have in common with Japanese people their own age?	
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they research the daily routines of Japanese students. Use the checklist to assess if students are able to identify some things they have in common with Japanese people their own age (see sample blackline master in Appendix E: Observation Checklist).	➢ Internet, reference materials on Japan, poster materials, markers.
➢ **Anecdotal Notes** Observe students as they interact with pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to identify some things they have in common with Japanese people their own age (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Student e-mail accounts.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify some things they have in common with Japanese people their own age.	➢ Japanese-speaking guest speaker, camera, booklet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities and differences between Japanese culture and their own culture	➢ **Finish the Sentence** Prepare a list of sentence starters that identify similarities and differences between Japanese culture and Canadian culture. For example:

School life	Canada	Japan
1. School begins in …		
2. Students wear …		
3. Summer vacation lasts for …		
4. At the beginning of each class, the students …		

Ask the students to complete the sentences and then share what they consider to be the most significant differences between Canadian and Japanese culture.

Other topics to explore include holidays, transportation, money, shopping, gift-giving.

Extension
Have the students use a Venn diagram to illustrate the differences and similarities between Japanese and Canadian cultures.

➢ **Fashion Comparison**
Invite the students to look at fashion magazines from Japan and Canada. Have them compare the styles in the two countries and develop a presentation to explain the differences and similarities between the two countries.

Caution
Students should be monitored when they use the Internet.

GC–1.3
applying cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between Japanese culture and their own culture?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they complete the sentences. Use the checklist to assess if students are able to identify similarities and differences between Japanese culture and their own (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Sentence starters.

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they compare fashions in Japan and Canada. Use the rating scale to assess how well students are able to identify similarities and differences between Japanese culture and their own (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

➢ Fashion magazines and Web sites from Japan and Canada.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own culture **GC–1.3** applying cultural knowledge	➢ **T-chart Comparison** Have student groups pick topics such as sports, and create T-charts labelled "Canada" and "Japan." Ask the groups to fill in the charts as per the example below: **Sports** **Japan** / **Canada** baseball / baseball soccer / soccer tennis / tennis sumou / lacrosse ➢ **Community Comparison** Divide the students into small groups and have them conduct research on a chosen community in Japan. Have the students compare the community in Japan to their own and reflect on the similarities and differences. Ask the students to arrange the information in a presentation for the class; e.g., poster, digital slide show presentation, role-play. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own culture?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they create T-charts. Students use the checklist to determine if their peers are able to apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they research a community in Japan. Use the rubric to evaluate how well students are able to apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ None required.

➢ Reference materials, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–1.4 diversity within Japanese culture a. identify similarities and differences among diverse groups within Japanese culture	➤ **Pictures of Japan** Show pictures of different areas throughout Japan (north/south, rural/city) as well as pictures of older and younger Japanese people. Discuss the diversity of Japanese landscapes, lifestyles, people, histories and climates. ➤ **Comparison Study** Organize the students into small groups and have each group study a different region of Japan. Ask the students to prepare presentations on the various cultural elements unique to these regions. Invite the students to include information on things such as sports, animals and clothing. After the presentations, discuss the diversity of Japanese culture from region to region.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences among diverse groups within Japanese culture?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify similarities and differences among diverse groups within Japanese culture.

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they compare different regions of Japan. Use the rubric to evaluate how well students are able to identify similarities and differences among diverse groups within Japanese culture (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Japanese videos, books, pictures, Internet.

➢ Various artifacts from different regions of Japan.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

GC–1.5
valuing Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities between themselves and Japanese people	➢ **Checklist** Play a video about the way of life in Japan. Prepare a handout with statements about the way of life in Japan. Have the students indicate if they think that each statement indicates something that is similar to the way of life in Canada. ➢ **Advertising Similarities** Ask the students to watch Japanese commercials for popular products also used by Canadians and note similarities in theme and sense of humour in these Japanese and Canadian commercials. ➢ **Superstitions** Discuss Japanese and Canadian superstitions, for example, numbers can have different meanings. In Japan, number 4 is associated with death, and in Canada, number 7 is considered a lucky number. Ask the students to make a T-chart showing the differences and/or similarities.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify similarities between themselves and Japanese people?	
➢ **Conferencing** Meet with the students to discuss their ability to identify similarities between themselves and Japanese people upon viewing a video on Japanese lifestyles.	➢ Video showing Japanese peoples' lifestyles, prepared handout with statements about Japanese way of life.
➢ **Anecdotal Notes** Observe students as they watch Japanese and Canadian commercials. Record anecdotal notes of the extent to which students are able to identify similarities between themselves and Japanese people (see sample blackline master in Appendix E: Anecdotal Notes).	➢ E-mail, television commercials, viewing station.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify similarities between themselves and Japanese people.	➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. express an interest in finding out about Japanese people and various aspects of Japanese culture	➢ **Pen Pals/E-mail Pals** Organize pen pals or e-mail pals from Japan or from another Japanese class in Alberta. Have the students write short descriptions in Japanese about themselves and ask questions about the other students. **Caution** Students should be monitored when they use the Internet. ➢ **Field Trip** If possible, organize a field trip to a Japanese school or class. Have the students from the Japanese school or class teach your students how to play some simple Japanese games, make craft items and so on. **Extension** Invite students from other bilingual programs (e.g., German, Spanish) to celebrate Japanese culture with your students. Encourage your students to show other students how to play Japanese games, make traditional Japanese foods, say a few words in Japanese and so on. ➢ **Guest Speakers** Invite native speakers of Japanese to the class to show students pictures of their country. Have the students ask questions about the country, its people and Japanese culture.

GC–1.5
valuing Japanese culture

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–1 historical and contemporary elements of Japanese culture

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • express an interest in finding out about Japanese people and various aspects of Japanese culture?	
➢ **Anecdotal Notes** Observe students as they communicate with pen pals or e-mail pals. Record anecdotal notes of the extent to which students are able to express an interest in finding out about people and various aspects of Japanese culture (see sample blackline master in Appendix E: Anecdotal Notes).	➢ Pen pals or e-mail pals, e-mail, printer.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before participating in a field trip. Use the checklist to assess if students are able to express an interest in finding out about people and various aspects of Japanese culture (see sample blackline master in Appendix E: Observation Checklist).	➢ Japanese school or class.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to express an interest in finding out about people and various aspects of Japanese culture.	➢ Guest speakers, photographs.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.1
awareness of first language

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify similarities and differences between their first language and Japanese	➤ **Venn Diagram** Have the students use a Venn diagram (see Appendix D: Graphic Organizers) to record similarities and differences between their first languages and Japanese. Ask the students to then share their Venn diagrams with each other.
	➤ **Borrowed Words** Brainstorm with the students cognates or English words that have been borrowed from Japanese; e.g., karate, tsunami, karaoke, typhoon, futon.
	➤ **Can You Understand Japanese?** Ask the students to select 10 Japanese borrowed words and present them to non-Japanese speakers. Have the students challenge their listeners to correctly identify these words; e.g., *baiorin* (violin), *seetaa* (sweater), *hokkee* (hockey), *raion* (lion) and *konbini* (convenience store).

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify similarities and differences between their first language and Japanese?

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create Venn diagrams. Use the rubric to evaluate how well students are able to identify similarities and differences between their first language and Japanese (see sample blackline master in Appendix E: Rubric).

➢ **Anecdotal Notes**
Observe students as they brainstorm. Record anecdotal notes of the extent to which students are able to identify similarities and differences between their first language and Japanese (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify similarities and differences between their first language and Japanese.

MATERIALS

➢ Venn diagram template (see Appendix D: Graphic Organizers).

➢ List of cognates or borrowed words.

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.2 general language knowledge a. recognize that in any language there are different words for the same thing	➢ **English in Different Countries** Have the students create a three-column chart comparing English words in Canada, the United States and the United Kingdom.

CANADA	U.S.A.	U.K.
elevator	elevator	lift
apartment	apartment	flat
icing	frosting	icing
pop	soda	pop

Discuss that in any commonly spoken language there are variations in vocabulary for different cultures. Distribute a text in British English and have the students underline words that are different in Canadian English. Have the students then replace the underlined words with Canadian words.

➢ **Synonym Hunt**
Brainstorm with the students English words that mean the same thing; e.g., pants and trousers, trash and garbage, sneakers and runners, elastic and rubber band. Introduce synonyms in Japanese. Write the synonyms on cards and divide them into two piles. Distribute one of the piles to the students and place the other cards around the classroom. Have the students hunt for the synonyms of the words on their cards.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that in any language there are different words for the same thing?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create a chart of different English words. Use the checklist to assess if students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they brainstorm and match synonyms. Record anecdotal notes of the extent to which students are able to recognize that in any language there are different words for the same thing (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ Cards with Japanese synonyms written on them.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.3
awareness of own culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize and identify similarities and differences between their own culture and other cultures; e.g., seasonal activities, food	➢ **Food Field Trip** Have the students visit a Japanese restaurant or grocery store. Look at the various food items on the menu and around the store and notice ingredients that are similar and different to those common in their own culture. ➢ **Culture Comparison Chart** Have the students complete a chart like the one below that compares important events in Japanese and Canadian culture. (Note: Not all Japanese and Canadian families follow the examples below.) ➢ **Mystery Photograph** Once a week put up a photograph from the *Deai* panel of one of the seven *Deai* students doing an activity (e.g., cleaning the bathtub, playing the guitar). (Go to http://www.tjf.or.jp/index_e.html and follow the links to the *Deai* page.) At the end of the week, allot time for students to write down in their Japanese journal who/what/where/when/why responses about the content of the picture. Also, students write down how the activity is similar to/ different from their own culture. Afterward, explain the picture to students. **Caution** Students should be monitored when they use the Internet.

➢ Events	➢ Japan	➢ Canada
Birth	Take a newborn baby to a shrine to be blessed by Shinto priest	Have a baby shower
Coming of age		
Marriage		
Death		

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • recognize and identify similarities and differences between their own culture and other cultures?	
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to recognize and identify similarities and differences between their own culture and other cultures.	➢ None required.
➢ **Self-assessment Checklist** Create an outcome-based self-assessment checklist and share it with students before they create a comparison chart. Students use the checklist to determine if they are able to recognize and identify similarities and differences between their own culture and other cultures (see sample blackline master in Appendix E: Self-assessment Checklist).	➢ Information on important events in Japanese culture; e.g., marriage, coming of age, funeral.
➢ **Learning Logs** Ask the students to reflect on their learning and how well they were able to recognize and identify similarities and differences between their own culture and other cultures.	➢ *DEAI* Web site. Also, "The Lives of Japanese Elementary School Students (A Day with Kentaro and Grade 6 Class 1)" Web site. http://www.tjf.or.jp/shogakusei/index_e.htm

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. recognize that speakers of the same language may come from different cultural backgrounds	➤ **Statistics Game** Label several nets or baskets with numbers or percentages. Review statistics about Japanese speakers around the world. Ask the students various questions; e.g., – How many Japanese speakers are there in the world? – In how many countries do people speak Japanese? – How many people live in Japan? Have the students answer by throwing a ball in the appropriate basket. ➤ **Language Map** Ask the students to mark on a map of the world the places where people study Japanese. On the map, have the students record the number of people studying Japanese in each country. (This information is available on the Japan Foundation Web site at http://www.jpf.go.jp/e/japan/oversea/survey.html) Have the students discuss the reasons why different people want to learn Japanese. **Caution** Students should be monitored when they use the Internet.

GC–2.4
general cultural knowledge

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize that speakers of the same language may come from different cultural backgrounds?

➢ **Anecdotal Notes**
Observe students as they play the statistics game. Record anecdotal notes of the extent to which students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create a language map. Use the rubric to evaluate how well students are able to recognize that speakers of the same language may come from different cultural backgrounds (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Japanese language statistics, baskets, hoops, balls.

➢ World map, markers, reference material, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.4
general cultural knowledge

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate	➤ **Cultural Diversity** Show pictures of regions of Japan and discuss with the students how geography (location), climate or resources have various effects on culture; e.g., festivals, local products. Discuss with students various examples; e.g., Japanese wooden handmade lacquerware, Sapporo snow festival, *onsen* (hot spring bath). ➤ **Brochures** Provide information about a particular region in Japan; e.g., rice production in Niigata, popular holiday location in Okinawa, ski resorts in Hokkaido. Have the students work in groups to make brochures of the different regions.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- recognize some of the factors that affect the culture of a particular region?

➢ **Checklist and Comments**
Create an outcome-based checklist and share it with students before they discuss cultural diversity in Japan. Use the checklist to assess if students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Checklist and Comments 1 or 2).

➢ **Rubric**
Collaboratively create an outcome-based rubric with the students before they create brochures. Use the rubric to evaluate how well students are able to recognize some of the factors that affect the culture of a particular region (see sample blackline master in Appendix E: Rubric).

MATERIALS

➢ Pictures of regions of Japan.

➢ Various resources about the climate, geography and culture of different regions in Japan.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.5 valuing diversity a. engage in activities that reflect other ways of doing things or other perspectives	➢ **Culture Shock** Divide the students into groups and have them discuss how visitors from Canada would react to the way of life in Japan and how Japanese visitors would react to the way of life in Canada. Have the students role-play being visitors from Japan who are touring their community. ➢ **Venn Diagrams** Read a story to the students on a specific topic; e.g., what people in Japan do for the New Year. Ask the students to create Venn diagrams (see Appendix D: Graphic Organizers) to compare and contrast the celebrations in Japan and those in Canada. Ask the students to then survey the class to see how they celebrate New Year and then organize a class celebration based on different traditions.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- engage in activities that reflect other ways of doing things or other perspectives?

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before their discussion and role-play. Use the rating scale to assess how well students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in a class celebration based on a variety of traditions. Use the checklist to assess if students are able to engage in activities that reflect other ways of doing things or other perspectives (see sample blackline master in Appendix E: Observation Checklist).

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. explore the limitations of adopting a single perspective	➢ **Japanese Stereotypes** Invite the students to view a crowded Tokyo street corner, e.g., Shibuya, and respond to the following question: What if you thought that all of Japan looked like this photograph? Why would this be wrong? Have the students identify the limitations of adopting this perspective. ➢ **What If?** Have the students write responses to the following scenarios: – You are accused of a crime and the judge only listens to the evidence against you. You are not allowed to speak. – One person is given complete control of all the schools in Alberta and decides to have students wear uniforms and ban all music. – The government decides that all Canadians are basically the same and cuts all multicultural programs. Divide the students into groups and have them discuss the impact of adopting a single perspective.

GC–2.5
valuing diversity

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore the limitations of adopting a single perspective?

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to explore the limitations of adopting a single perspective.

➢ **Anecdotal Notes**
Observe students as they write responses and discuss the scenarios. Record anecdotal notes of the extent to which students are able to explore the limitations of adopting a single perspective (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Photographs of Japanese stereotypes.

➢ Various scenarios.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

GC–2.6
intercultural skills

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. reflect on their actions and the consequences of their actions for others	➢ **Class Discussion** Have the students discuss having sushi at a Japanese home for the first time. How might their reaction to the food affect the feelings of their host? ➢ **Cause and Effect** Provide the students with a list of positive and negative actions; e.g., greeting a new classmate with a smile. Ask the students to fill out cause and effect charts that show the possible effects of the actions described.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- reflect on their actions and the consequences of their actions for others?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before the class discussion. Use the checklist to assess if students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Observation Checklist).

➢ **Rating Scale**
Create an outcome-based rating scale and share it with students before they create cause and effect charts. Use the rating scale to assess how well students are able to reflect on their actions and the consequences of their actions for others (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).

MATERIALS

➢ None required.

➢ List of various positive and negative actions.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–2.6 intercultural skills b. explore how their perspective is shaped by a variety of factors	➢ **Looking at Perspective** Read a story about an event that is told from the point of view of one of the people involved. Have the students discuss their opinions on the events described in the story. Then read a story about the same events that is told from the point of view of a different person. Discuss how this story changes the students' opinions. Discuss why the two people have different versions of the same events.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–2 affirming diversity

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- explore how their perspective is shaped by a variety of factors?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before reading and discussing the stories. Students use the rating scale to assess how well they are able to explore how their perspective is shaped by a variety of factors (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Stories told from different perspectives.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.1
Japanese language and culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some careers for which knowledge of Japanese is useful	➢ **Brainstorm** Have the students brainstorm jobs for which they think knowing Japanese would be useful. Ask the students to review career booklets or the Internet (http://www.alis.gov.ab.ca) for Japanese language-related careers. Have the students identify jobs in a variety of areas; e.g., – hospitality – business – travel – manufacturing – science – food preparation/service – government. Have the students, in pairs, create posters that advertise the career benefits of learning Japanese. **Caution** Students should be monitored when they use the Internet. ➢ **Guest Speaker** Invite a guest speaker (e.g., high school counsellor, Japanese business person) to talk about careers for which Japanese is required, preferred or an asset.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some careers for which knowledge of Japanese is useful?	
➢ **Rubric** Collaboratively create an outcome-based rubric with the students before they research Japanese language related careers. Use the rubric to evaluate how well students are able to identify some careers for which knowledge of Japanese is useful (see sample blackline master in Appendix E: Rubric).	➢ Career booklets, Internet Web sites for jobs requiring Japanese language skills.
➢ **Learning Log** Ask the students to reflect on the information provided by a guest speaker on careers in which Japanese would be an asset. Students may list their careers of interest and give reasons for their preferences.	➢ Japanese-speaking guest speaker(s).

General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.1
Japanese language and culture

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
b. identify some places that they could visit where Japanese is spoken	➢ **Field Trip** Arrange for a field trip to Japanese Heritage Language School, a Japanese heritage centre, consulate, restaurant, store or festival. Prior to the field trip, have the students create a list of possible phrases that would be useful. Have the students check off the phrases that they heard or used on the trip. After the field trip, have the students create a pamphlet for the place visited. ➢ **Brainstorm** Divide the class in half and have each group brainstorm places that they could visit where Japanese is spoken. Start with places in your community, then Alberta, then Canada. Share the results of the brainstorming as a class and create a wall display for the classroom. ➢ **Travel Brochures** Ask the students to create travel brochures about their dream holiday in Japan, including pictures of the places visited. Encourage students to use factual information and real photographs.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some places that they could visit where Japanese is spoken?	
➢ **Anecdotal Notes** Observe students as they participate in a field trip. Record anecdotal notes of the extent to which students are able to identify some places that they could visit where Japanese is spoken (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Observation Checklist** Create an outcome-based checklist and share it with students before they brainstorm. Use the checklist to assess if students are able to identify some places that they could visit where Japanese is spoken (see sample blackline master in Appendix E: Observation Checklist).	➢ None required.
➢ **Rating Scale** Create an outcome-based rating scale and share it with students before they create travel brochures. Use the rating scale to assess how well students are able to identify some places that they could visit where Japanese is spoken (see sample blackline master in Appendix E: Rating Scale 1, 2 or 3).	➢ Internet, reference materials, printer, computer.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.1 Japanese language and culture c. identify some personal reasons for learning Japanese	➢ **Brainstorm and Class Display** Have the students brainstorm reasons why they are learning about the Japanese language and culture. Have them think about how they use the language outside of the classroom, what they like about learning the language and what they gain from learning the language. Have the students choose one of their reasons and create a picture that illustrates it. Use the pictures to create a class or school display. **Extension** Create a class video in which each student says his or her reason for learning Japanese. Play the video during an open house.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some personal reasons for learning Japanese?

➢ **Conferencing**
Meet with each student and discuss his or her reasons for learning Japanese. Discuss their reasons before they started the class and their reasons now. Have they changed? Have the students consider other reasons for learning Japanese.

MATERIALS

➢ None required.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.2
cultural and linguistic diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify some careers for which knowledge of different languages and cultures is useful	➢ **Career Exploration** Have the students brainstorm jobs or careers for which they think a second language other than English would be useful. Encourage the students to review career booklets or the Internet (http://www.alis.gov.ab.ca) for language-related careers. Have the students identify jobs in a variety of areas; e.g., – hospitality – business – travel – manufacturing – science – food preparation/service – government. Ask the students to choose one career opportunity and write a paragraph in which they imagine themselves in that career. In the paragraph, have the students describe how they would use their knowledge of another language and/or culture. **Caution** Students should be monitored when they use the Internet. ➢ **Guest Speaker and Interview** Invite a school counsellor or guest speaker to come in and discuss some careers for which knowledge of a different language and culture is useful. Then have the students interview community members to find out how knowing another language has helped them in their careers. ➢ **Language Around the World** Divide the students into small groups and give each group a map of a continent. Have each group then research the countries in their continent and the various languages spoken. Maps are then arranged into one large world map on a classroom bulletin board. As a class, discuss the languages spoken and encourage the students to reflect on the advantages of learning another language.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some careers for which knowledge of different languages and cultures is useful?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they explore careers. Use the checklist to assess if students are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix E: Observation Checklist).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify some careers for which knowledge of different languages and cultures is useful.

➢ **Anecdotal Notes**
Observe students as they create a language map. Record anecdotal notes of the extent to which students are able to identify some careers for which knowledge of different languages and cultures is useful (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Career booklets, Web sites for jobs requiring language skills.

➢ School counsellor or guest speaker.

➢ Large world map, reference materials, Internet.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
GC–3.2 cultural and linguistic diversity b. identify some personal reasons for learning additional languages and for learning about world cultures	➢ **Group Discussion** Divide the students into groups and have them discuss and brainstorm reasons why people would want to learn different languages. Have each group then present its reasons to the rest of the class. Have the students write short stories about the future in which they realize the benefits of learning about another language and culture (e.g., travelling, career, helping others). ➢ **Cultural Fair** As a class, attend a school or community cultural fair and afterward have the students reflect on why they like to learn about other languages and cultures.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES	MATERIALS
Focus for Assessment Does the student: • identify some personal reasons for learning additional languages and for learning about world cultures?	
➢ **Anecdotal Notes** Observe students as they brainstorm in groups and write short stories. Record anecdotal notes of the extent to which students are able to identify some personal reasons for learning additional languages and for learning about world cultures (see sample blackline master in Appendix E: Anecdotal Notes).	➢ None required.
➢ **Learning Log** Ask the students to reflect on their learning and how well they were able to identify some personal reasons for learning additional languages and for learning about world cultures.	➢ School or community cultural fair.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

GC–3.2
cultural and linguistic diversity

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
c. identify some places where there is significant linguistic and cultural diversity	➢ **Culture in My Community** Have the students work as a class to create a cultural profile of their own community in which they indicate all of the different cultural groups that are represented in their community; e.g., Japanese, Métis, French, Polish, Chinese, Irish, First Nations. If possible, have the students bring in pictures, menus or brochures of the various stores, businesses, churches and organizations that represent the different cultures. Create a wall display for the classroom. ➢ **The Towns in Cities** Divide students into groups and have them choose a large city that is multicultural; e.g., Edmonton, Calgary, Vancouver, San Francisco, Toronto, New York, Melbourne or London. Have the students research the presence of cultural "towns" or neighbourhoods within the city; e.g., Chinatown, Japanese town, Spanish town, Pakistani neighbourhoods. If possible, have them identify how many people of these different cultural groups live in the city.

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General Outcome for Global Citizenship
Students will acquire the knowledge, skills and attitudes to be effective **global citizens**.

GC–3 personal growth and future opportunities

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify some places where there is significant linguistic and cultural diversity?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they create a cultural profile of their community. Students use the rating scale to assess how well they are able to identify some places where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they research the cultures present in large cities. Students use the checklist to determine if their peers are able to identify some places where there is significant linguistic and cultural diversity (see sample blackline master in Appendix E: Peer-assessment Checklist).

MATERIALS

➢ Markers, photographs, cultural artifacts or realia from the community.

➢ References on various multicultural cities, Internet.

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Strategies

General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of cognitive strategies to enhance language learning **S–1.1 cognitive**	➤ **Transferring Punctuation Knowledge** Have the students transfer their knowledge of English rules of punctuation and note the differences between these rules and Japanese rules. Give pairs of students similar samples of writing in English and Japanese. Have the students note differences and similarities in punctuation between the samples. Facilitate a whole class discussion of the students' findings and have them write rules of punctuation for Japanese in their notebooks. **Extension** Encourage the students to associate Japanese words with similar sounding English words; e.g., *kawaii*/ Hawaii. ➤ **Personal Dictionaries** Teach the students the spelling strategy of recognizing word endings like *masu* (for *masu* verbs), "*i*" (for *i*-adjectives). Have the students group their vocabulary words in their personal dictionaries by spelling patterns.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance language learning?

➢ **Anecdotal Notes**
Observe students as they use their first language knowledge to help them learn Japanese. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., associate new words or expressions with familiar ones (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they organize vocabulary words by spelling pattern. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance language learning; e.g., group together sets of things with similar characteristics (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Samples of writing in English and Japanese.

➢ Personal dictionaries.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of metacognitive strategies to enhance language learning	➢ **Reporting** Post a simple text at the front of the room. Divide the students into groups and tell the students that they have to work together to read the text and go back to their seats to summarize it. Have the groups discuss strategies for remembering the text; e.g., looking for key words. Have the students then take turns going to the front and reading a portion of the text, then returning to their teams and reporting what they read. Ensure one team member records what has been recited. At the end of the activity, provide the students with the original text from the front of the room and have them compare it with their versions. Have the groups discuss how well their strategies worked and what they would do differently next time.
S–1.2 metacognitive	➢ **Learning Logs** At various stages of a lesson (i.e., before, during and after), have the students write about their learning in a log, including such things as: Before beginning a unit or lesson: What do I think I will learn? What do I already know about the topic? What do I hope we will do during this lesson? During the lesson: What things have I enjoyed the most? What things do I have trouble with or need to work on? How can I improve? After the lesson: What strategies did I use? What things do I still need to work on? How have I used what I learned outside of school?

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance language learning?

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they work in groups to read and recite a text. Students use the checklist to determine if they are able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., listen or read for key words (see sample blackline master in Appendix E: Self-assessment Checklist).

MATERIALS

➢ Simple Japanese text.

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance language learning; e.g., keep a learning log.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies to enhance language learning **S–1.3** social/affective	➤ **Constructive Feedback** Have the students exchange texts they have written with their classmates. After reading, have the students ask their peers for feedback and work together to improve the text. Encourage the students to recognize that making mistakes is a natural part of language learning. ➤ **Work Together to Interpret** Divide the students into groups and have them work together to interpret a short text in Japanese. Have every student in the group take a turn reading the text. Have the students summarize the text and present their summaries to the rest of the class. ➤ **Rewarding Learning** Have the students brainstorm possible rewards they can provide themselves for achieving a set task or learning outcome; e.g., a food day when they get to sample various Japanese foods, viewing Japanese cartoons. Have the students create a rewards list and encourage the students to reward themselves when appropriate.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–1 language learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance language learning?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they participate in peer editing. Students use the rating scale to assess how well they are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., work with others to solve problems and get feedback on tasks (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Anecdotal Notes**
Observe students as they work together to interpret the text. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., participate in shared reading experiences (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they plan rewards for themselves for reaching learning goals. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance language learning; e.g., provide personal motivation by arranging your own rewards when successful (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Student work samples.

➢ Short texts in Japanese.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.1 interactive a. identify and use a variety of interactive strategies	➢ **Conversing in Groups** Divide the students into groups and ask them to have short conversations with each other on topics such as pets or hobbies. Encourage the students to use strategies such as interpreting nonverbal clues (e.g., mime, pointing, smiling, nodding, raising eyebrows), asking for clarification or repetition and repeating part of what someone has said to confirm understanding. ➢ **Brainstorm and Chart** Invite the students to brainstorm a list of the qualities of a good listener and a good speaker. Identify specific strategies a good listener or speaker might use; e.g., ask follow-up questions to check for understanding. Write these qualities and strategies on a chart with accompanying illustrations or visual clues. Post the chart in the classroom for future reference. ➢ **Keep on Talking** Divide the students into pairs and have them speak in Japanese to one another for as long as possible without using any English words. Have them mime or point if they do not know the word, ask for clarification or repetition if they do not understand and ask follow up questions to check for understanding (e.g., "Am I making sense?").

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interactive strategies?

➢ **Peer-assessment Checklist**
With the students, collaboratively create an outcome-based peer-assessment checklist before they converse in groups. Students use the checklist to determine if their peers are able to identify and use a variety of interactive strategies; e.g., interpret and use a variety of nonverbal cues to communicate (see sample blackline master in Appendix E: Peer-assessment Checklist).

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they brainstorm and chart good listening and speaking behaviours. Use the checklist to assess if students are able to identify and use a variety of interactive strategies; e.g., ask follow-up questions to check for understanding (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they talk in pairs. Record anecdotal notes of the extent to which students are able to identify and use a variety of interactive strategies; e.g., ask for clarification or repetition when you do not understand (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ None required.

➢ Chart paper, markers.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–2.2 interpretive a. identify and use a variety of interpretive strategies	➢ **Prediction** Before reading a text, have the students predict what it is about based on the title and any illustrations. Before a guest speaker arrives, have the students make predictions about what they expect to hear based on what they already know about the topic. After reading the text or listening to the guest speaker, have the students reflect in their learning logs on the accuracy of their predictions. **Extension** When reading a challenging story or magazine, encourage the students to look at the pictures, the general context, the titles, captions and so on to aid comprehension. ➢ **Summarizing Text** Divide the students into groups and have them read a text and summarize it. Have the groups use strategies such as prepare questions to help them note information found in the text (e.g., 4Ws – who, what, where, when), look for key words and reread several times to improve understanding. ➢ **Preparing for Listening** Before a guest speaker comes to the classroom, have the students write down questions that they would like to learn the answers to. Have them use these questions to focus their listening.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of interpretive strategies?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they make predictions. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies; e.g., make predictions about what you expect to hear or read based on prior knowledge and personal experience (see sample blackline master in Appendix E: Observation Checklist).

MATERIALS

➢ Japanese text, Japanese-speaking guest speaker, learning logs.

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before summarizing a text. Use the checklist to assess if students are able to identify and use a variety of interpretive strategies; e.g., prepare questions or a guide to note information found in a text (see sample blackline master in Appendix E: Observation Checklist).

➢ Japanese text.

➢ **Self-assessment Checklist and Goal Setting**
Create an outcome-based self-assessment checklist and share it with students before they prepare for listening. Students use the checklist to determine if they are able to identify and use a variety of interpretive strategies; e.g., listen selectively based on purpose. Encourage students to set goals for future learning (see sample blackline master in Appendix E: Self-assessment Checklist and Goal Setting).

➢ Guest speaker.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of productive strategies **S–2.3** productive	➢ **Writing from Patterns** Provide the students with familiar patterns that include key vocabulary for classroom routines; e.g., *minasan kiite kudasai, hai, shukudai o dashite kudasai* (everyone please listen, yes, please hand in your homework). Have the students use the patterns to write a paragraph or list of instructions. ➢ **Repeating a Pattern** Review various rhymes and songs that have repetitive sentence patterns. Read each line and have the students repeat it after you. Write the line on the board and have the students copy it. Complete an action for each line and have the students demonstrate it. Then have the students use the sentence pattern to create their own poems and songs. ➢ **The Writing Process** After viewing different examples of basic familiar fables, have the students create their own texts with illustrations following a chosen pattern. Have the students follow the writing process (prewriting, writing, revisions, correction and publication). Encourage the students to apply grammar rules to improve their texts and to avoid difficult structures by rephrasing.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–2 language use

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of productive strategies?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they write a paragraph or list of instructions. Use the checklist to assess if students are able to identify and use a variety of productive strategies; e.g., use knowledge of sentence patterns to form new sentences (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create their own poems and songs. Record anecdotal notes of the extent to which students are able to identify and use a variety of productive strategies; e.g., copy what others say or write (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they write a fable. Students use the rating scale to assess how well they are able to identify and use a variety of productive strategies; e.g., be aware of and use the steps of the writing process (see sample blackline master in Appendix E: Self-assessment Rating Scale).

MATERIALS

➢ Various familiar patterns.

➢ Various rhymes and songs with repetitive sentence patterns.

➢ Examples of familiar fables or fairy tales.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of cognitive strategies to enhance general learning **S–3.1 cognitive**	➢ **Mnemonic** Ask the students to create a mnemonic to remember katakana. The memory devices are shared, and the students are encouraged to use the device of their choice to remember the concept. ➢ **Inquiry Process** Ask the students to research a topic and create a presentation. Before beginning their research, have the students write questions to guide their research in a KWL chart (see Appendix D: Graphic Organizers). Encourage the students to access and use a variety of information sources, such as libraries, the Internet, people in the community and professional organizations. **Caution** Students should be monitored when they use the Internet.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of cognitive strategies to enhance general learning?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they create and use mnemonics. Use the checklist to assess if students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., write down key words and concepts in abbreviated form (see sample blackline master in Appendix E: Observation Checklist).

➢ **Anecdotal Notes**
Observe students as they create KWL charts. Record anecdotal notes of the extent to which students are able to identify and use a variety of cognitive strategies to enhance general learning; e.g., formulate key questions to guide research (see sample blackline master in Appendix E: Anecdotal Notes).

MATERIALS

➢ Chart paper, markers.

➢ Various information sources.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
S–3.2 metacognitive a. identify and use a variety of metacognitive strategies to enhance general learning	➢ **Group Evaluation** Before beginning a group activity, have the students work together to develop criteria for evaluating their own work. Have the students write these criteria down and use them later in the self-assessment of their finished work. ➢ **Planning for a Task** Before beginning a task, have the students plan the steps they will take to complete a task. For example, ask the students to make a plan for a visit to another class to present a play, dance or song. They record different jobs they need to do; e.g., who is responsible for making the backdrop, getting materials. Ask the students to record their plans in their learning logs and check on their own progress.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of metacognitive strategies to enhance general learning?

➢ **Self-assessment Rating Scale**
Create an outcome-based self-assessment rating scale and share it with students before they evaluate their own work. Students use the rating scale to assess how well they are able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., develop criteria for evaluating your work (see sample blackline master in Appendix E: Self-assessment Rating Scale).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify and use a variety of metacognitive strategies to enhance general learning; e.g., make a plan in advance about how to approach a task.

MATERIALS

➢ None required.

➢ None required.

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SPECIFIC OUTCOMES	SAMPLE TEACHING AND LEARNING ACTIVITIES
Students will be able to:	
a. identify and use a variety of social and affective strategies to enhance general learning	➢ **Brainstorm** Invite the students to brainstorm words and phrases that would assist them to work cooperatively with other students; e.g., *ganbatte* (keep going), *shikkari* (hold on), *oshii* (you are close/nearly). Encourage the students to use these phrases when involved in group work.
	➢ **Group Decision Making** Have the students, in small groups, decide on a project; e.g., designing board games for Grade 4 and Grade 5 classes, creating an advertisement for a product. Encourage the students to make decisions on what materials they are going to use, the process involved in planning and so on. When they encounter an issue or problem, have them follow a simple problem-solving model to find a solution. Encourage the students to take risks, even though they might make mistakes.
	➢ **Free Exploration** Provide a variety of resources (e.g., multimedia, newspapers, magazines, videos, books, brochures, audio recordings, comics) on a variety of topics and allow the students to choose a resource to use. Encourage the students to follow their natural curiosity to choose a topic.
	➢ **I Think I Can** Read the children's book *The Little Engine That Could* by Wally Piper and discuss the moral of the story. Brainstorm with the students ways in which they can use positive self-talk to feel competent to do a task.

S–3.3
social/affective

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General Outcome for Strategies
Students will know and use strategies to maximize the **effectiveness** of learning and communication.

S–3 general learning

SAMPLE ASSESSMENT STRATEGIES

Focus for Assessment

Does the student:

- identify and use a variety of social and affective strategies to enhance general learning?

➢ **Observation Checklist**
Create an outcome-based checklist and share it with students before they participate in group work. Use the checklist to assess if students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., participate in cooperative group learning tasks (see sample blackline master in Appendix E: Observation Checklist).

➢ **Self-assessment Checklist**
Create an outcome-based self-assessment checklist and share it with students before they tackle a group task. Students use the checklist to determine if they are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., take part in group decision-making processes (see sample blackline master in Appendix E: Self-assessment Checklist).

➢ **Anecdotal Notes**
Observe students as they choose topics to explore. Record anecdotal notes of the extent to which students are able to identify and use a variety of social and affective strategies to enhance general learning; e.g., follow your natural curiosity and intrinsic motivation to learn (see sample blackline master in Appendix E: Anecdotal Notes).

➢ **Learning Log**
Ask the students to reflect on their learning and how well they were able to identify and use a variety of social and affective strategies to enhance general learning; e.g., use self-talk to feel competent to do the task.

MATERIALS

➢ None required.

➢ Board game materials, art materials.

➢ Various materials on a variety of topics (e.g., multimedia, newspapers, magazines).

➢ *The Little Engine That Could* by Wally Piper.

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Appendix A: Specific Outcomes Chart

GRADE 4

A–1 to impart and receive information		**GRADE 4**
A–1.1 share factual information	a. share basic information; e.g., their name, their age b. identify concrete people, places and things	**NOTES:**
A–2 to express feelings and personal perspectives		**GRADE 4**
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. express simple preferences b. express a personal response c. respond to and express basic feelings	**NOTES:**
A–3 to get things done		**GRADE 4**
A–3.1 guide actions of others	a. indicate basic needs and wants b. give and respond to simple oral instructions or commands	**NOTES:**
A–3.2 state personal actions	a. respond to offers and instructions	
A–3.3 manage group actions	a. manage turn taking b. encourage other group members to act appropriately	

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A–4 to form, maintain and change interpersonal relationships		GRADE 4
A–4.1 manage personal relationships	a. exchange greetings and farewells b. address a new acquaintance, and introduce themselves c. exchange some basic personal information d. make an apology e. gain another's attention f. express gratitude	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 4**
A–5.1 discover and explore	a. explore the immediate environment in a variety of ways	**NOTES:**
A–5.2 gather and organize information	a. gather simple information b. organize items in different ways	
A–5.3 solve problems	a. participate in problem-solving situations	
A–5.4 explore opinions and values	a. listen attentively to the opinions expressed b. respond sensitively to the ideas and works of others	
A–6 for imaginative purposes and personal enjoyment		**GRADE 4**
A–6.1 humour/fun	a. use the language for fun	**NOTES:**

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A–6 for imaginative purposes and personal enjoyment (continued)		GRADE 4
A–6.2 creative/aesthetic purposes	a. use the language creatively	**NOTES:**
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 4**
LC–1.1 sound system	a. recognize and pronounce basic kana-based (moraic) sounds b. pronounce some common words and phrases properly c. use intonation to express meaning d. distinguish particular Japanese sounds	**NOTES:**
LC–1.2 writing systems	a. recognize and read basic hiragana b. copy familiar hiragana words c. recognize a few familiar, isolated words in katakana d. demonstrate an understanding of the differences in appearance among the three writing systems	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • self • classroom • friends • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 4
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • V ます • V てください • Aいです • V *masu* • V *te (kudasai)* • A *i desu* b. use, in structured situations,[2] the following grammatical elements: • N です • N を ください • N が すきです • N *desu* • N *o kudasai* • N *ga suki desu*	**NOTES:**

Legend

N means noun
V means verb
A means *i*-adjective
NaA means *na*-adjective

LC–2 interpret texts		GRADE 4
LC–2.1 listening	a. understand simple spoken sentences on familiar topics in guided situations	**NOTES:**
LC–2.2 reading	a. understand simple written words and phrases in guided situations	
LC–2.3 viewing and nonverbal interpretation	a. derive meaning from visuals and other forms of nonverbal communication in guided situations	

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–3 produce texts		GRADE 4
LC–3.1 speaking	a. produce simple spoken words and phrases in guided situations	**NOTES:**
LC–3.2 writing	a. copy simple written words and phrases in guided situations	
LC–3.3 representing	a. use visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–4 interact		**GRADE 4**
LC–4.1 interactive fluency	a. engage in simple interactions, using words and short phrases	**NOTES:**
LC–5 apply knowledge of the sociolinguistic/sociocultural context		**GRADE 4**
LC–5.1 register	a. speak at a volume appropriate to classroom situations b. respond to tone of voice c. address others appropriately	**NOTES:**
LC–5.2 idiomatic expressions	a. imitate idiomatic expressions; e.g., *ohayou gozaimasu, arigatou gozaimasu*	
LC–5.3 variations in language	a. experience a variety of voices	
LC–5.4 social conventions	a. imitate simple routine social interactions b. use basic social expressions appropriate to the classroom	

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LC–5 apply knowledge of the sociolinguistic/sociocultural context (continued)		GRADE 4
LC–5.5 nonverbal communication	a. understand the meaning of, and imitate, some common nonverbal behaviours used in Japanese culture	**NOTES:**
LC–6 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 4**
LC–6.1 cohesion/coherence	a. imitate speech that uses simple link words b. recognize the basic usage of a few particles	**NOTES:**
LC–6.2 text forms	a. experience a variety of oral text forms b. recognize some simple oral text forms	
LC–6.3 patterns of social interaction	a. respond using very simple social interaction patterns; e.g., question–answer, greeting–response	
GC–1 historical and contemporary elements of Japanese culture		**GRADE 4**
GC–1.1 accessing/analyzing cultural knowledge	a. participate in activities and experiences that reflect elements of Japanese culture b. ask questions, using English, about elements of the culture experienced in class	**NOTES:**
GC–1.2 knowledge of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture	
GC–1.3 applying cultural knowledge	a. recognize elements of Japanese culture in the classroom	

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GC–1 historical and contemporary elements of Japanese culture (continued)		GRADE 4
GC–1.4 diversity within Japanese culture	a. experience diverse elements of Japanese culture	**NOTES:**
GC–1.5 valuing Japanese culture	a. participate in cultural activities and experiences	
GC–2 affirming diversity		**GRADE 4**
GC–2.1 awareness of first language	a. distinguish between their first language and Japanese	**NOTES:**
GC–2.2 general language knowledge	a. explore the variety of languages spoken by those around them b. identify similarities among words from different languages within their personal experience	
GC–2.3 awareness of own culture	a. explore similarities between their own culture and other cultures	
GC–2.4 general cultural knowledge	a. participate in activities and experiences that reflect elements of different cultures	
GC–2.5 valuing diversity	a. work and play with others who are different	

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GC–2 affirming diversity (continued)		GRADE 4
GC–2.6 intercultural skills	a. adapt to new situations; e.g., listening to Japanese, seeing Japanese writing	**NOTES:**
GC–3 personal growth and future opportunities		**GRADE 4**
GC–3.1 Japanese language and culture	a. suggest some reasons for learning Japanese	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. explore some reasons for participating in activities and experiences that reflect elements of different cultures b. suggest some reasons for learning an additional language	
S–1 language learning		**GRADE 4**
S–1.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance language learning	

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S–2	language use	GRADE 4
S–2.1 interactive	a. use simple interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. use simple interpretive strategies, with guidance	
S–2.3 productive	a. use simple productive strategies, with guidance	
S–3	**general learning**	**GRADE 4**
S–3.1 cognitive	a. use simple cognitive strategies, with guidance, to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies, with guidance, to enhance general learning	
S–3.3 social/affective	a. use simple social and affective strategies, with guidance, to enhance general learning	

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GRADE 5

A–1 to impart and receive information		GRADE 5
A–1.1 share factual information	a. ask for and provide information b. respond to simple, predictable questions c. describe people, places and things	**NOTES:**
A–2 to express feelings and personal perspectives		**GRADE 5**
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. identify favourite people, places or things b. express a personal response to a variety of situations c. express and respond to basic feelings	**NOTES:**
A–3 to get things done		**GRADE 5**
A–3.1 guide actions of others	a. suggest a course of action and respond to a suggestion b. make and respond to a variety of simple requests c. ask for permission in classroom settings	**NOTES:**
A–3.2 state personal actions	a. indicate a simple choice from among options b. express a wish or a desire to do something	
A–3.3 manage group actions	a. ask for help or for clarification of what is being said or done in the group	

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A–4 to form, maintain and change interpersonal relationships		GRADE 5
A–4.1 manage personal relationships	a. talk about themselves and respond to the talk of others by showing attention or interest b. express and respond to gratitude c. apologize and respond to apology	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 5**
A–5.1 discover and explore	a. make and talk about personal observations	**NOTES:**
A–5.2 gather and organize information	a. sequence items in different ways b. record and share personal knowledge of a topic	
A–5.3 solve problems	a. identify a problem, and offer or search for solutions b. choose between alternative solutions	
A–5.4 explore opinions and values	a. make connections between behaviour and values; e.g., in texts or role-play b. recognize and respect differences of opinion	
A–6 for imaginative purposes and personal enjoyment		**GRADE 5**
A–6.1 humour/fun	a. use the language for fun	**NOTES:**

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A–6 for imaginative purposes and personal enjoyment (continued)		GRADE 5
A–6.2 creative/aesthetic purposes	a. use the language creatively	**NOTES:**
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 5**
LC–1.1 sound system	a. recognize and pronounce most kana-based (moraic) sounds b. pronounce familiar words and phrases properly c. recognize familiar borrowed words; e.g., Canada	**NOTES:**
LC–1.2 writing systems	a. write basic hiragana b. read the complete hiragana system c. recognize and copy some familiar words in katakana d. copy familiar phrases and sentences	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • food • family/pets • house • school • any other lexical fields that meet their needs and interests	

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LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • V て(ください) • V ましょう • V ませんか • NaA です • N じゃないです/じゃありません • V *te (kudasai)* • V *mashou* • V *masen ka* • NaA *desu* • N *ja nai desu/ja arimasen* b. use, in structured situations,[2] the following grammatical elements: • V ます/ません • Aい(です) • V *masu/masen* • A *i (desu)* c. use, independently and consistently,[3] the following grammatical elements: • N です • Nが すきです • Nを ください • N *desu* • N *ga suki desu* • N *o kudasai*	**NOTES:**

Legend

N means noun
V means verb
A means *i*-adjective
NaA means *na*-adjective

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

3. Independently and Consistently: This term is used to describe learning situations where students use specific linguistic elements consistently in a variety of contexts with limited or no teacher guidance. Fluency and confidence characterize student language.

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LC–2 interpret texts		GRADE 5
LC–2.1 listening	a. understand short, simple oral texts on familiar topics in guided situations	**NOTES:**
LC–2.2 reading	a. understand short, simple written sentences in guided situations	
LC–2.3 viewing and nonverbal interpretation	a. derive meaning from a variety of visuals and other forms of nonverbal communication in guided situations	
LC–3 produce texts		**GRADE 5**
LC–3.1 speaking	a. produce short, simple spoken sentences in guided situations	**NOTES:**
LC–3.2 writing	a. produce short, simple written sentences in guided situations	
LC–3.3 representing	a. use a variety of visuals and other forms of nonverbal communication to express meaning in guided situations	
LC–4 interact		**GRADE 5**
LC–4.1 interactive fluency	a. engage in simple interactions, using simple sentences	**NOTES:**
LC–5 apply knowledge of the sociolinguistic/sociocultural context		**GRADE 5**
LC–5.1 register	a. recognize that some topics, words or intonations are inappropriate in certain contexts	**NOTES:**

LC–5 apply knowledge of the sociolinguistic/sociocultural context (continued)		GRADE 5
LC–5.2 idiomatic expressions	a. imitate idiomatic expressions; e.g., *ohayou gozaimasu, arigatou gozaimasu*	**NOTES:**
LC–5.3 variations in language	a. acknowledge and accept individual differences in speech	
LC–5.4 social conventions	a. use basic conventions of politeness b. use appropriate oral forms of address for people frequently encountered	
LC–5.5 nonverbal communication	a. experiment with using some simple nonverbal means of communication b. recognize that some nonverbal behaviours may be inappropriate in certain contexts	
LC–6 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 5**
LC–6.1 cohesion/ coherence	a. understand the basic usage of the topic marker *wa* b. link words in simple ways; e.g., *to*	**NOTES:**
LC–6.2 text forms	a. recognize some simple oral text forms	
LC–6.3 patterns of social interaction	a. initiate interactions and respond using simple social interaction patterns; e.g., acceptance/ nonacceptance	

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GC–1 historical and contemporary elements of Japanese culture			GRADE 5
GC–1.1 accessing/analyzing cultural knowledge	a. make observations of Japanese culture; e.g., as it is portrayed in texts and in the community b. seek out information about Japanese culture from authentic sources	**NOTES:**	
GC–1.2 knowledge of Japanese culture	a. participate in activities and experiences that reflect elements of Japanese culture		
GC–1.3 applying cultural knowledge	a. identify elements of Japanese culture in the school and community		
GC–1.4 diversity within Japanese culture	a. identify some elements that reflect diversity within Japanese culture		
GC–1.5 valuing Japanese culture	a. participate in cultural activities and experiences b. share their perspectives about cultural activities and experiences		
GC–2 affirming diversity			**GRADE 5**
GC–2.1 awareness of first language	a. identify differences between their first language and Japanese	**NOTES:**	
GC–2.2 general language knowledge	a. identify differences and similarities among writing systems from different languages within their personal experience b. identify ways that languages can be learned		

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GC–2 affirming diversity (continued)		GRADE 5
GC–2.3 awareness of own culture	a. recognize similarities between their own culture and other cultures b. make connections between individuals or situations in texts and their own personal experiences	**NOTES:**
GC–2.4 general cultural knowledge	a. recognize that a variety of cultural practices are followed by their schoolmates and by different groups in their community b. recognize that culture is expressed in a variety of ways	
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives	
GC–2.6 intercultural skills	a. listen, with attention, to the opinions of others b. initiate and maintain new relationships	
GC–3 personal growth and future opportunities		**GRADE 5**
GC–3.1 Japanese language and culture	a. identify some reasons for learning Japanese b. identify some personal uses they have made of their knowledge of Japanese language and culture	**NOTES:**
GC–3.2 cultural and linguistic diversity	a. identify some personal uses they have made of their knowledge of different languages and cultures b. identify some reasons for learning additional languages	

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S–1 language learning		GRADE 5
S–1.1 cognitive	a. use a variety of simple cognitive strategies, with guidance, to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. use a variety of simple metacognitive strategies, with guidance, to enhance language learning	
S–1.3 social/affective	a. use a variety of simple social and affective strategies, with guidance, to enhance language learning	
S–2 language use		**GRADE 5**
S–2.1 interactive	a. use a variety of simple interactive strategies, with guidance	**NOTES:**
S–2.2 interpretive	a. use a variety of simple interpretive strategies, with guidance	
S–2.3 productive	a. use a variety of simple productive strategies, with guidance	

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S–3 general learning		GRADE 5
S–3.1 cognitive	a. use simple cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. use simple metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. use simple social and affective strategies to enhance general learning	

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GRADE 6

A–1 to impart and receive information		GRADE 6
A–1.1 share factual information	a. describe people, places, things and series or sequences of events or actions	**NOTES:**
A–2 to express feelings and personal perspectives		**GRADE 6**
A–2.1 share ideas, thoughts, feelings, opinions, preferences	a. inquire about and express likes and dislikes b. record and share thoughts and ideas with others	**NOTES:**
A–3 to get things done		**GRADE 6**
A–3.1 guide actions of others	a. encourage or discourage others from a course of action b. give and follow a simple sequence of instructions c. ask, grant or withhold permission in classroom settings	**NOTES:**
A–3.2 state personal actions	a. make an offer and an invitation, and respond to offers and invitations made by others b. inquire about and express the ability and inability to do something c. state personal actions in the past, present and future	
A–3.3 manage group actions	a. encourage other group members to participate b. assume a variety of roles and responsibilities as group members c. check for agreement and understanding	

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A–4 to form, maintain and change interpersonal relationships		GRADE 6
A–4.1 manage personal relationships	a. initiate relationships b. use appropriate ways to make and break social engagements c. refuse politely	**NOTES:**
A–5 to extend their knowledge of the world		**GRADE 6**
A–5.1 discover and explore	a. ask questions to gain knowledge and understanding	**NOTES:**
A–5.2 gather and organize information	a. compare items in simple ways b. compose questions to guide research c. identify sources of information d. record observations	
A–5.3 solve problems	a. identify and describe a problem b. understand and use the steps in the problem-solving process	
A–5.4 explore opinions and values	a. express their views on a variety of topics within their direct experience b. gather opinions on a topic within their direct experience	
A–6 for imaginative purposes and personal enjoyment		**GRADE 6**
A–6.1 humour/fun	a. use the language for fun and to experience simple humour	**NOTES:**

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A–6 for imaginative purposes and personal enjoyment (continued)		GRADE 6
A–6.2 creative/aesthetic purposes	a. use the language creatively and for aesthetic purposes	**NOTES:**
A–6.3 personal enjoyment	a. use the language for personal enjoyment	
LC–1 attend to form		**GRADE 6**
LC–1.1 sound system	a. consistently recognize and pronounce kana-based (moraic) sounds b. recognize some of the effects that intonation has in different situations c. recognize and pronounce familiar borrowed words	**NOTES:**
LC–1.2 writing systems	a. consistently read and write the complete hiragana system b. write some familiar words in katakana c. recognize some simple kanji	
LC–1.3 lexicon	a. use a repertoire of words and phrases in familiar contexts, within a variety of lexical fields, including: • daily routine • sports/hobbies • animals • clothing • any other lexical fields that meet their needs and interests	

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LC–1 attend to form (continued)		GRADE 6
LC–1.4 grammatical elements	a. use, in modelled situations,[1] the following grammatical elements: • V ています • V てもいいです（か） • V てはいけません/ ためです • Vたいです • Aい NaAな＋N • Nじゃなかったです/ じゃありませんでした • Nができます/ じょうずです/ とくいです/へたです • NがいちばんA/ NaAです • V *te imasu* • V *temo ii desu (ka)* • V *te wa ikemasen/dame desu* • V *tai desu* • A *i*/NaA *na* + N • N *ja nakatta desu/ja arimasen deshita* • N *ga dekimasu/jouzu desu/tokui desu/heta desu* • N *ga ichiban* A/NaA *desu*	**NOTES:**

Legend

N means noun
V means verb
A means *i*-adjective
NaA means *na*-adjective

1. Modelled Situations: This term is used to describe learning situations where a model of specific linguistic elements is consistently provided and immediately available. Students in such situations will have an emerging awareness of the linguistic elements and will be able to apply them in very limited situations. Limited fluency and confidence characterize student language.

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LC–1.4 grammatical elements	b. use, in structured situations,[2] the following grammatical elements: • V て • V てください • Vました ませんでした • V ましょう • V ませんか • Aいです • Aくないです • NaAです • NaAじゃないです じゃありません • Nじゃないです じゃありません • Nでした • Nが いいです • Nは が あります います • V *te* • V *te kudasai* • V *mashita/masendeshita* • V *mashou* • V *masen ka?* • A *i desu* • A *ku nai desu* • NaA *desu* • NaA *ja nai desu/ja arimasen* • N *ja nai desu/ja arimasen* • N *deshita* • N *ga ii desu* • N *wa/ga arimasu/imasu* c. use, independently and consistently,[3] the following grammatical elements: • V ます/ません • V *masu/masen*	

Legend

N means noun
V means verb
A means *i*-adjective
NaA means *na*-adjective

2. Structured Situations: This term is used to describe learning situations where a familiar context for the use of specific linguistic elements is provided and students are guided in the use of these linguistic elements. Students in such situations will have increased awareness and emerging control of the linguistic elements and will be able to apply them in familiar contexts with teacher guidance. Student language is characterized by increasing fluency and confidence.

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LC–2 interpret texts		GRADE 6
LC–2.1 listening	a. understand short, simple oral texts on familiar topics in guided situations	**NOTES:**
LC–2.2 reading	a. understand short, simple written sentences in guided situations	
LC–2.3 viewing and nonverbal interpretation	a. derive meaning from visuals and other elements of a variety of media in guided situations	
LC–3 produce texts		**GRADE 6**
LC–3.1 speaking	a. produce simple spoken sentences in guided situations	**NOTES:**
LC–3.2 writing	a. produce simple written sentences in guided situations	
LC–3.3 representing	a. use visuals and other elements of a variety of media to express meaning in guided situations	
LC–4 interact		**GRADE 6**
LC–4.1 interactive fluency	a. engage in simple interactions, using simple sentences	**NOTES:**
LC–5 apply knowledge of the sociolinguistic/sociocultural context		**GRADE 6**
LC–5.1 register	a. distinguish between formal and informal situations	**NOTES:**
LC–5.2 idiomatic expressions	a. imitate idiomatic expressions	

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LC–5 apply knowledge of the sociolinguistic/sociocultural context (continued)		GRADE 6
LC–5.3 variations in language	a. experience variations in speech; e.g., age and gender	**NOTES:**
LC–5.4 social conventions	a. recognize verbal behaviours that are considered impolite b. recognize simple social conventions in formal interactions	
LC–5.5 nonverbal communication	a. recognize appropriate nonverbal behaviours in a variety of familiar contexts	
LC–6 apply knowledge of how discourse is organized, structured and sequenced		**GRADE 6**
LC–6.1 cohesion/ coherence	a. sequence elements of a simple story, process or series of events b. link simple sentences coherently	**NOTES:**
LC–6.2 text forms	a. recognize some simple oral and written text forms	
LC–6.3 patterns of social interaction	a. initiate interactions and respond using a variety of simple social interaction patterns; e.g., statement–reaction	
GC–1 historical and contemporary elements of Japanese culture		**GRADE 6**
GC–1.1 accessing/analyzing cultural knowledge	a. compare and make connections between some elements of Japanese culture and their own culture	**NOTES:**

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GC–1 historical and contemporary elements of Japanese culture (continued)		GRADE 6
GC–1.2 knowledge of Japanese culture	a. explore some elements of Japanese culture b. identify some things they have in common with Japanese people their own age	**NOTES:**
GC–1.3 applying cultural knowledge	a. identify similarities and differences between Japanese culture and their own culture b. apply knowledge of Japanese culture to interpret similarities and differences between that culture and their own culture	
GC–1.4 diversity within Japanese culture	a. identify similarities and differences among diverse groups within Japanese culture	
GC–1.5 valuing Japanese culture	a. identify similarities between themselves and Japanese people b. express an interest in finding out about Japanese people and various aspects of Japanese culture	
GC–2 affirming diversity		**GRADE 6**
GC–2.1 awareness of first language	a. identify similarities and differences between their first language and Japanese	**NOTES:**
GC–2.2 general language knowledge	a. recognize that in any language there are different words for the same thing	

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GC–2 affirming diversity (continued)		GRADE 6
GC–2.3 awareness of own culture	a. recognize and identify similarities and differences between their own culture and other cultures; e.g., seasonal activities, food	**NOTES:**
GC–2.4 general cultural knowledge	a. recognize that speakers of the same language may come from different cultural backgrounds b. recognize some of the factors that affect the culture of a particular region; e.g., geography, climate	
GC–2.5 valuing diversity	a. engage in activities that reflect other ways of doing things or other perspectives b. explore the limitations of adopting a single perspective	
GC–2.6 intercultural skills	a. reflect on their actions and the consequences of their actions for others b. explore how their perspective is shaped by a variety of factors	
GC–3 personal growth and future opportunities		**GRADE 6**
GC–3.1 Japanese language and culture	a. identify some careers for which knowledge of Japanese is useful b. identify some places that they could visit where Japanese is spoken c. identify some personal reasons for learning Japanese	**NOTES:**

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GC–3 personal growth and future opportunities (continued)		GRADE 6
GC–3.2 cultural and linguistic diversity	a. identify some careers for which knowledge of different languages and cultures is useful b. identify some personal reasons for learning additional languages and for learning about world cultures c. identify some places where there is significant linguistic and cultural diversity	**NOTES:**
S–1 language learning		**GRADE 6**
S–1.1 cognitive	a. identify and use a variety of cognitive strategies to enhance language learning	**NOTES:**
S–1.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance language learning	
S–1.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance language learning	
S–2 language use		**GRADE 6**
S–2.1 interactive	a. identify and use a variety of interactive strategies	**NOTES:**
S–2.2 interpretive	a. identify and use a variety of interpretive strategies	
S–2.3 productive	a. identify and use a variety of productive strategies	

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S–3 general learning		GRADE 6
S–3.1 cognitive	a. identify and use a variety of cognitive strategies to enhance general learning	**NOTES:**
S–3.2 metacognitive	a. identify and use a variety of metacognitive strategies to enhance general learning	
S–3.3 social/ affective	a. identify and use a variety of social and affective strategies to enhance general learning	

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Appendix B: Vocabulary, Classroom Expressions and Kanji List

The vocabulary and expressions listed here are suggestions compiled through consultation with language and culture teachers and advisors. This list should **NOT** be considered mandatory or exhaustive. The vocabulary is sorted by the grammatical elements: particles, conjunctions, nouns, interrogatives, counters, pronouns, question words, i-adjectives, na-adjectives, adverbs, verbs and expressions.

Grade 4 Vocabulary: Self, Classroom, Friends, Others, Other's Body

自分について（じぶんについて）	**Self**
は	topic marker (particle)
にほん	Japan
カナダ	Canada
なまえ	name
たんじょうび	birthday
でんわばんごう	telephone number
1～12	1–12 (see numbers chart)
わたし	I
ぼく	I (mainly for young boys)
～くん	suffix added to surname or first name (usually for boys)
～さん	suffix added to surname or first name, similar to Mr., Mrs., Ms.
～じん	suffix added to country name, area, region, etc., to mean the person is from there
～がつ	___ #___ month
～さい	___ years old
おめでとう	Congratulations!
こんにちは	Hello. (during the daytime)
はじめまして	How do you do? (literal first time to meet you)
どうぞよろしく	Nice to meet you.
ありがとう	Thank you.
でんわばんごうは？	(May I have) your phone number please?
おなまえは？	(May I have) your name please?
教室（きょうしつ）	**Classroom**
せんせい	teacher (can also be used as a suffix)
がっこう	school
きょうしつ	classroom
トイレ	washroom

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教室（きょうしつ） (continued)	**Classroom** (continued)
まど	window
つくえ	desk
いす	chair
こくばん	blackboard
でんき	light
ほん	book
きょうかしょ	textbook
えんぴつ	pencil
えんぴつけずり	pencil sharpener
けしごむ（けしゴム）	eraser
じょうぎ	ruler
のり	glue
はさみ	scissors
おりがみ	origami
ごみばこ	garbage can, waste basket
ふでばこ	pencil case
かみ	paper
ちず	map
ノート	notebook
ペン	pen
ゲーム	game
じゃんけん	paper-rock-scissors
かるた	Japanese playing cards
つぎ	next
おわり	end
みなさん	everyone
ここ	here
これ	this
なん	what
～ばん	number ___
はやく	quickly
～をかしてください	Can I borrow ___?
～をします	do ___
どうぞ。	Please.
わかりません。	I don't understand.
おはようございます。	Good morning.

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教室（きょうしつ） (continued)	**Classroom** (continued)
さようなら	Goodbye.
じゃあね	See you!
またね	See you again!
もういちど	one more time, again
すみません	depending on the context: • I'm sorry. • Excuse me. • Thank you.
えーっ！	No way!
やったー！	All right! I did it.
友達（ともだち）	**Friends**
の	possessive (particle)
ともだち	friend
だれ	who
その他（そのた）	**Others**
か	question marker (particle)
いま	now
はい	yes
いいえ	no
あお	blue
あか	red
しろ	white
くろ	black
きいろ	yellow
みどり	green
(～じ)はん	half past ___
なに（いろ）	what colour
～じ	___ o'clock
さむい	cold
あつい	hot
おもしろい	interesting, fun
かわいい	cute
たのしい	fun
かなしい	sad
うるさい	loud, noisy, annoying
～がすき（です）	like, fond of
～がだいすき（です）	like a lot / really like

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その他（そのた）(continued)	**Others** (continued)
まあまあ（です）	okay, not too bad, so-so
ねます	go to bed (sleep)
おきます	wake up, get up
～をみます	see ___, watch ___, look at ___
～をききます	listen
がんばれ　/がんばって	Keep it up! / Try hard! / Work hard! / Good luck, etc.
こんばんは	Good evening.
すごい！	Great!
たってください。	Please stand up.
すわってください。	Please sit down.
みてください。	Please look. Please take a look.
きいてください。	Please listen.
よんでください。	Please read.
かいてください。	Please write.
しずかにしてください。	Please be quiet.
体（からだ）	**Other's Body**
あたま	head
かた	shoulder
ひざ	knee
あし	leg, foot
て	hand
ゆび	finger
おなか	stomach
め	eye
みみ	ear
はな	nose
くち	mouth
は	tooth
かみのけ	hair
いたい	hurts, painful, sore

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食べ物（たべもの）	Food
と	and (particle)
も	also, too, as well (particle)
パン	bread
ごはん	cooked rice, meal
ジュース	juice, pop
コーラ	cola
ぎゅうにゅう	milk
みず/ おみず	water
おちゃ	green tea
にく	meat
やさい	vegetables
さかな	fish
くだもの	fruit
おかし	snacks/candy
ケーキ	cake
すし	sushi
シリアル	cereal
チョコレート	chocolate
おはし	chopsticks
あさごはん	breakfast
ひるごはん	lunch
ばんごはん	supper
おべんとう	packed box lunch
おいしい	delicious
まずい	tastes bad
あまい	sweet
つめたい	cold to touch
あつい	hot
ほしい	want (to have something)
だいすき	like a lot/really like
いちばん + adjective	adjective in the superlative form
～をたべます	eat
～をのみます	drink
おなかがすきました	I'm hungry.
のどがかわきました	I'm thirsty.
どうぞ	Here you are. / Please.
あまり…	Not really.
いただきます	set expression said before eating
ごちそうさまでした	set expression said after eating

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学校（がっこう）	**School**
しょうがっこう	elementary
じかんわり	timetable
けいじばん	bulletin board
としょしつ	library
たいいくかん	gymnasium
こうてい	schoolyard
トイレ	toilet/washroom
ろうか	hallway
ロッカー	locker
きょう	today
にちようび	Sunday
げつようび	Monday
かようび	Tuesday
すいようび	Wednesday
もくようび	Thursday
きんようび	Friday
どようび	Saturday
ひるやすみ	lunch break
やすみじかん	recess
りか	science
おんがく	music
しゃかい	social studies
たいいく	physical education
えいご	English
にほんご	Japanese
フランスご	French
さんすう	mathematics
こうちょうせんせい	principal
しゅくだい	homework
べんきょう	study
テスト	test
スポーツ	sports
ここ	here
どこ	where
～じかんめ	___ period
～ねんせい	___ year student
～をします	do, play (games, sports, etc.)
～にいきます	go to ___
家族 と ペット(かぞくとペット)	**Family and Pets**
おかあさん	mother
おとうさん	father
いもうと	younger sister
おとうと	younger brother
おねえさん	older sister

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家族 と ペット(かぞくとペット) (continued)	**Family and Pets** (continued)
おにいさん	older brother
かぞく	family
ペット	pet
いぬ	dog
ねこ	cat
さかな	fish
むし	insect
ちいさい	small
おおきい	big
きらい	hate
十二支　(じゅうにし)	**Animal Year (Zodiac)**
ねずみ	mouse/rat
うし	cow
とら	tiger
うさぎ	rabbit
たつ	dragon
へび	snake
うま	horse
ひつじ	sheep
さる	monkey
とり	rooster
いぬ	dog
いのしし	wild boar
～どし	year of the ___
なにどし ですか?	What zodiac sign are you?
家　(いえ)	**House**
うち/いえ	home
げんかん	entrance area
だいどころ	kitchen
いま	living room
へや	room
おふろ	bathroom
トイレ	washroom
にわ	back yard/front yard/garden
たたみ	tatami mat
ざぶとん	sitting cushion
ふとん	Japanese-style bedding
ドア	door
テレビ	television
ベッド	bed
コンピュータ	computer
あれ	that (over there)
それ	that

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家　（いえ）(continued)	**House** (continued)
どれ	which
～にすんでいます。	I live in ___.
いってきます。	set expression: Goodbye. (I'm going but I'll be back later.)
いってらっしゃい。	set expression: Goodbye. (I'll see you when you get back.)
ただいま。	set expression: I'm home.
おやすみなさい。	set expression: Good night.
おかえりなさい。	set expression: You're back.
その他　（そのた）	**Others**
は	topic marker (particle)
きん	gold
ぎん	silver
オレンジ	orange
ピンク	pink
ひらがな	hiragana
プレゼント	present
ほんとう	truth
だれ	who
だれの	whose
～ページ	page ___
かっこいい	cool/good looking
むずかしい	difficult
やさしい	easy/kind
つまらない	boring
きたない	dirty/messy/filthy
こわい	scary
いい	good
たのしい	enjoyable/fun
かなしい	sad
へん	strange
きれい	pretty/clean/beautiful/neat
だめ	no good
あけます	open
かいます	buy
まってください。	Please wait.
ありがとうございます。	Thank you very much.
はんたい！	Nay (those who are against something)
さんせい！	Yea (those who are for something)

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毎日の日課（まいにちのにっか）	**Daily Routine**
に	time (particle)
で	tool / location (particle)
から	from (particle)
まで	until, to (particle)
それから	after that
きのう	yesterday
きょう	today
あした	tomorrow
しゅうまつ	weekend
まいにち	everyday
きゅうしょく	school lunch
ごはん	meal
くるま	car
じてんしゃ	bicycle
でんしゃ	train
バス	bus
テスト	test
ボーイフレンド	boyfriend
ガールフレンド	girlfriend
メール	e-mail
ラジオ	radio
じゅぎょう	lesson, class
こくご	Japanese language arts as a school subject
そうじ	cleaning
にっき	diary, journal
あさ	morning
ひる	noontime
よる	night
～ようび	day of the week (see numbers chart)
ときどき	sometimes
いっしょに	together
おふろにはいります	take a bath
かえります	go home
きます	come
はいります	enter, get into, join
あそびます	hang out, play
あいます	meet
あるきます	walk
動物（どうぶつ）	**Animals**
しか	deer
ライオン	lion
ぞう	elephant

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動物（どうぶつ）(continued)	**Animals** (continued)
かば	hippopotamus
あざらし	seal
きりん	giraffe
ビーバー	beaver
しまうま	zebra
スポーツ/しゅみ	**Sports / Hobbies**
はる	spring
なつ	summer
あき	autumn
ふゆ	winter
やま	mountain
うみ	sea, sea side, beach
つり	fishing
やきゅう	baseball
からて	karate
じゅうどう	judo
けんどう	Kendo, Japanese fencing
たいそう	gymnastics/exercise
れんしゅう	practice, exercise
しあい	match, game
せんしゅ	player
しんぶん	newspaper
ざっし	magazine
てがみ	letter
どくしょ	reading
びじゅつ	art
おんがく	music
れきし	history
りょうり	cooking
えいが	movie
さんぽ	walk, stroll
ひとりで	by oneself, alone
みんな	everyone
スポーツ	sports
アイスホッケー	hockey
フットボール	football
サッカー	soccer
バスケットボール	basketball
スケートボード	skateboard
スキー	ski
スノーボード	snowboard

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スポーツ/しゅみ (continued)	**Sports / Hobbies** (continued)
テニス	tennis
キャンプ	camp
カヌー	canoe
ハイキング	hiking
スクーター	scooter
ゴルフ	golf
ウィンドサーフィン	windsurfing
サーフィン	surfing
ダンス	dance
ボール	ball
ファン	fan
ピアノ	piano
ギター	guitar
コンピューター	computer
ビデオゲーム	video game
ビデオ	video
デジタルカメラ	digital camera
ゲームセンター	game centre
アクションえいが	action movie
パーティ	party
たのしみ	I'm looking forward to it.
せがたかい	tall
せがひくい	short
ゆうめい	famous
じょうず	good at
ざんねん	that's too bad
よく	often
もちろん	of course
つくります	make
およぎます	swim
うたいます	sing
しゃしんをとります	take a photograph
がんばって！　がんばれ！	Come on, go! / Try hard!
そうしましょう	Let's do it. (agreement)
そうですね、～	Well, let me see, ___
そんなことないです	No, not really.
服（ふく）	**Clothing**
～より	from ___ (in a letter or an e-mail)
ぼうし	hat, cap
コート	coat
カーゴパンツ	cargo pants

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服（ふく）(continued)	**Clothing** (continued)
ショーツ	shorts
ジーンズ	jeans
スカート	skirt
スニーカー	sneakers
スポーツシューズ	sports shoes
スリッパ	slippers
セーター	sweater
ブーツ	boots
ブローチ	broach
くつした	socks
おとこのこ	boy
おんなのこ	girl
りょこう	trip
くろい	black
しろい	white
あかい	red
あおい	blue
たかい	tall, expensive
ながい	long
みじかい	short (length)
かっこいい	cool
あたたかい	warm
あたらしい	new
おしゃれ	smart, trendy
ゴージャス	gorgeous
ハンサム	handsome
モダン	modern
どんな	what kind of...?
よく	often
すこし	a little (more polite)
ちょっと	a little
かぶります	wear (on the head)
きます	wear (clothing on the upper body)
はきます	wear (clothing on the lower body)
ひきます	play (guitar, violin, piano)
ひまなとき	spare time
その他（そのた）	**Others**
～へ	to ___, dear ___(particle)
～と	with (particle)
そして	and
でも	but
だから	therefore
まえ	in front, before
うしろ	behind

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その他（そのた）(continued)	**Others** (continued)
うえ	above, on top
した	below, under
そば	near, beside
となり	next to
そこ	there
あそこ	over there
ひと	person
はな	flower
ひゃく	hundred
みんな	everyone
ツアー	tour
バスツアー	bus tour
いつ	when
どの	which
なんまい	how many? (counting flat items)
なんがつ？	what month?
なんにち？	what day?
なんようび？	what day of the week?
なんぼん	how many? (counting long slender items)
いっぽん、にほん、さんぼん…	long things (see number chart)
ひとり、ふたり、さんにん…	people (see number chart)
～まい	flat things (see number chart)
この～	this ___
その～	that ___
あの～	that (over there) ___
ぼくたち	we (young male)
わたしたち	we
あぶない	dangerous
すばらしい	wonderful, great
うれしい	happy
よかった	was good
たのしかった	was fun
おもしろかった	was interesting
うれしかった	was happy
かんたん	simple, easy
しずか	quiet
すてき	nice
たくさん	a lot
はやく	early, quickly
ぜんぜん（～ません）	never, not at all
かきます	write
はなします	speak, talk
います	is, are (living things)
あります	is, are (non-living things)

その他（そのた）(continued)	**Others** (continued)
みんなで	all together
あのう、～	umm, ___ / well, ___
へえ！	surprise expression
ほんとうですか	Really?
どうでしたか	How was it?
どうですか	How is it?
そうですね	It is. Isn't it? (agreement expression)
いいですね	That sounds good.
～はどうですか	How about ___?

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General Use Grades 4–6

Japanese	English
おはようございます	Good morning.
こんにちは	Hello. Good afternoon.
こんばんは	Good evening.
さようなら	Goodbye.
また　あした	See you tomorrow.
また　らいしゅう	See you next week.
じゃ、また	See you. / See you again.
バイバイ	Bye.
しつれいします	Excuse me. / Pardon me.
おめでとうございます	Congratulations.
おたんじょうび　おめでとうございます。	Happy Birthday.
あけまして　おめでとうございます	Happy New Year!
はい、～	Okay, ___ / All right, ___
それじゃあ、～	Okay, then ___ / All right, then ___
じゃあ、～	Well, / Then
ええと、～	Well, ___
ああ、そうですか	Oh, I see.
すごい！	Super! Wonderful!
よかったです (ね)	That's good!
がんばって！	Try hard! Keep it up! Don't give up!
もうちょっと！/ もうすこし！	Almost there!
おしい！	Almost.
きりつ	Stand up.
きをつけ	Attention. Stand up straight.
れい	Bow.
ちゃくせき	Sit down.

Classroom Expressions – For Students

Japanese	English
はい	Yes. / Okay. / Sure.
えっ？	What? / Eh? / Really?
えーっ！	What?/ You are kidding me!
へえー	Oh, really. / Huh?
トイレにいってもいいですか	May I go to the washroom?
ロッカーにいってもいいですか	May I go to my locker?
みずをのみにいってもいいですか	May I get a drink (water)?
えいごでいってもいいですか	May I say it in English?
えいごをつかってもいいですか	Can I say it in English?
わかりません	I don't understand. I don't get it.
わかりました	I understand. (I understood.)

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Japanese	English
わかります	I understand.
しゅくだいがありますか	Do we have homework?
なんページですか	What page is it?
テストはいつですか	When is the test?
～て/は　どうかきますか	How do you write/spell ___?
～て/は　かんじ/ひらがな/かたかなで　どうかきますか	How do you write ___ in kanji? / hiragana? / katakana?
まだです	Not yet.
できましたか	Are you done? / Have you finished?
できました	I am done. / I have finished. / I did it.
おわりました	I have finished.
きこえません	I cannot hear it.
みえません	I cannot see it.
ごめんなさい	I am sorry. I apologize.
すみません。	I am sorry. Excuse me. Thank you.
おそくなってすみません。	I am sorry for being late.
すみませんが、～	Excuse me, but ___
ちょっとまってください。	Please wait a moment.
もういちどいってください。	Please say it again.
しゅくだいをわすれました。	I forgot my homework.

Classroom Expressions – For Teachers

Japanese	English
はいってください。	Please come in/enter.
すわってください。	Please sit down.
たってください。	Please stand up.
よんでください。	Please read.
きいてください。	Please listen.
いってください。	Please say it.
みてください。	Please look. / Please look at ___
かいてください。	Please write.
くりかえしてください。	Please repeat after me. / Please repeat it.
おぼえてください。	Please memorize this.
うつしてください。	Please copy.
せつめいしてください。	Please explain.
かたづけてください。	Please put things away/tidy up.
やめてください。	Please stop.
（～を）だしてください。	Please hand in ...
～をあけてください。	Please open ...
～ページをみてください。	Please turn to page ___.
わになってください。	Please form a circle.
ならんでください。	Please line up.
いちれつに/にれつに ならんでください。	Please line up in one/two lines.

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Japanese	English
ペアになってください。	Please find a partner.
～にんのグループになってください。	Please get into groups of ___.
てをあげてください。	Please put your hand up.
てをおろしてください。	Please put your hand down.
しずかにしてください。	Please be quiet.
はなしをしないでください。	Please do not talk.
じしょでしらべてください。	Please look it up in the dictionary.
もういちど/もういっかい	One more time.
はじめましょう。 / はじめます。	Let's begin. / Let's get started.
よみましょう。	Let's read.
いっしょによみましょう。	Let's read together.
うたいましょう。	Let's sing.
ゲームをしましょう。	Let's play a game.
おわりましょう。	Let's wrap up. / Let's finish up.
はい、いいです。	Yes, that's correct. / Yes, that's good.
ちょっとちがいます。	That's not quite right.
いいですか。	Is everything okay? / Is it correct?
いいですね。	Okay?
おぼえていますか。	Do you remember?
わかりますか。	Do you understand?
わかりましたか。	Did you understand?
できますか。	Can you do it?
おわりましたか。	Have you finished?
～ありますか。	Do you have ...?
だいじょうぶですか。	Are you okay? (What's the matter?)
しつもんがありますか。	Do you have any questions?
どうおもいますか。	What do you think?
だれか (potential verb) ひと、いますか。	Is there anyone who can ___ ?
いいですね。	It's good! Good job!
よくできました。	Good job! / Well done!

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The characters listed here are suggestions compiled through consultation with language and culture teachers and advisors. This list should **NOT** be considered mandatory or exhaustive. The first 53 kanji represent a basic set of kanji characters that would support students from Grade 4 through Grade 6. Another 36 kanji characters have been included as further support or for more advanced learners.

Basic Characters

1. 一
2. 二
3. 三
4. 四
5. 五
6. 六
7. 七
8. 八
9. 九
10. 十
11. 百
12. 日
13. 月
14. 火
15. 水
16. 木
17. 金
18. 土
19. 本
20. 人
21. 語
22. 山
23. 川
24. 口
25. 目
26. 時
27. 半
28. 分
29. 先
30. 生
31. 何
32. 年
33. 父
34. 母
35. 高
36. 校
37. 上
38. 中
39. 下
40. 右
41. 左
42. 私
43. 今
44. 学
45. 友
46. 円
47. 大
48. 小
49. 車
50. 雨
51. 田
52. 食
53. 行

Additional Characters

1. 兄
2. 姉
3. 弟
4. 妹
5. 住
6. 名
7. 前
8. 好
9. 曜
10. 休
11. 男
12. 女
13. 子
14. 来
15. 天
16. 気
17. 英
18. 安
19. 百
20. 千
21. 万
22. 入
23. 出
24. 電
25. 駅
26. 外
27. 国
28. 前
29. 後
30. 手
31. 耳
32. 足
33. 言
34. 見
35. 花
36. 魚

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Age / Time / Days in a Week / Month

Note: In the case of number 10, 「じゅっ」 is sometimes pronounced as 「じっ」 as in 「じっこ」

	Age	Time	Days in a week	Month
1	いっさい	いちじ	にちようび	いちがつ
2	にさい	にじ	げつようび	にがつ
3	さんさい	さんじ	かようび	さんがつ
4	よんさい	よじ	すいようび	しがつ
5	ごさい	ごじ	もくようび	ごがつ
6	ろくさい	ろくじ	きんようび	ろくがつ
7	ななさい	しちじ	どようび	しちがつ
8	はっさい	はちじ		はちがつ
9	きゅうさい	くじ		くがつ
10	じゅっさい/じっさい	じゅうじ		じゅうがつ
11	じゅういっさい	じゅういちじ		じゅういちがつ
12	じゅうにさい	じゅうにじ		じゅうにがつ
	なんさい（いくつ）	なんじ	なんようび	なんがつ

Counters

small things (eggs, erasers)	thin and flat things (paper, discs, dishes)	long things (pencil, etc., also video-tapes, etc.)	books, notebooks, dictionaries, etc.	water or other liquid in an open container (cup or glass)
～つ	～枚	～本	～冊	～杯
ひとつ	いちまい	いっぽん	いっさつ	いっぱい
ふたつ	にまい	にほん	にさつ	にはい
みっつ	さんまい	さんぼん	さんさつ	さんばい
よっつ	よんまい	よんほん	よんさつ	よんはい
いつつ	ごまい	ごほん	ごさつ	ごはい
むっつ	ろくまい	ろっぽん	ろくさつ	ろっぱい
ななつ	ななまい	ななほん	ななさつ	ななはい
やっつ	はちまい	はっぽん	はっさつ	はっぱい
ここのつ	きゅうまい	きゅうほん	きゅうさつ	きゅうはい
とお	じゅうまい	じゅっぽん/じっぽん	じゅっさつ/じっさつ	じゅっぱい/じっぱい
いくつ	なんまい	なんぼん	なんさつ	なんばい

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Counters (continued)

people	dogs, cats, fish, insects, etc.	floors/stories	money	minutes	times	small items
～人	～匹	～階	～円	～分	～回	～個
ひとり	いっぴき	いっかい	いちえん	いっぷん	いっかい	いっこ
ふたり	にひき	にかい	にえん	にふん	にかい	にこ
さんにん	さんびき	さんがい/ さんかい	さんえん	さんふん	さんかい	さんこ
よにん	よんひき	よんかい	よえん	よんふん/よんふん	よんかい	よんこ
ごにん	ごひき	ごかい	ごえん	ごふん	ごかい	ごこ
ろくにん	ろっぴき	ろっかい	ろくえん	ろっぷん	ろっかい	ろっこ
しちにん	ななひき	ななかい	ななえん	ななふん	ななかい	ななこ
はちにん	はっひき	はちかい/ はっかい	はちえん	はちふん/はっふん	はっかい	はっこ
きゅうにん	きゅうひき	きゅうかい	きゅうえん	きゅうふん	きゅうかい	きゅうこ
じゅうにん	じゅっひき	じゅっかい/じっかい	じゅうえん	じゅっぷん/じっぷん	じゅっかい/じっかい	じゅっこ/じっこ
なんにん	なんびき	なんかい/なんがい	なんえん/ いくら	なんふん	なんかい	なんこ

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世界　(せかい)	World
アジア	Asia
アフリカ	Africa
みなみアメリカ	South America
きたアメリカ	North America
ヨーロッパ	Europe
オーストラリア	Australia
アイルランド	Ireland
アフガニスタン	Afghanistan
アメリカ	America
アルゼンチン	Argentina
イギリス	United Kingdom
イスラエル	Israel
イタリア	Italy
イラク	Iraq
イラン	Iran
インド	India
インドネシア	Indonesia
ウクライナ	Ukraine
エジプト	Egypt
オーストリア	Austria
オランダ	Holland
カナダ	Canada
かんこく	Korea
カンボジア	Cambodia
キューバ	Cuba
ギリシャ	Greece
コスタリカ	Costa Rica
サウジアラビア	Saudi Arabia
シンガポール	Singapore
スイス	Switzerland
スウェーデン	Sweden
スペイン	Spain
タイ	Thailand
チェコ	Czech
ちゅうごく	China
チリ	Chile

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世界　（せかい）(continued)	**World** (continued)
ドイツ	Germany
ドミニカ	Dominica
ニュージーランド	New Zealand
ノルウェー	Norway
パキスタン	Pakistan
フィリピン	Philippines
フィンランド	Finland
ブラジル	Brazil
フランス	France
ベトナム	Vietnam
ペルー	Peru
ベルギー	Belgium
ポーランド	Poland
ポルトガル	Portugal
マレーシア	Malaysia
みなみアフリカ	South Africa
メキシコ	Mexico
モンゴル	Mongolia
ラオス	Laos
ロシア	Russia
ホンコン	Hong Kong
たいわん	Taiwan

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Appendix C: Planning Tools

Instructional Planning Guide C–2

Year Plan C–5

Unit Plan Overview C–7

Unit Plan A C–8

Unit Plan B C–9

Unit Plan C C–10

Lesson Plan A C–11

Lesson Plan B C–12

How "Listener-friendly" Is My Instruction? C–13

Examples of General Accommodations C–14

Examples of Instructional Accommodations C–15

Examples of Assessment Accommodations C–16

Sample Text Forms C–17

Alternative Learning Activities Menu C–18

Sample Independent Study Agreement C–19

Group Roles Organizer C–20

Sample List of Learning Strategies C–21

Origami Finger Game Folding Directions C–26

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Instructional Planning Guide

As you design a learning activity, consider students' individual needs and learning profiles to determine the accommodations, modifications and adaptations that will be necessary for success.

⊙ Outcomes

Determine the outcomes that students can reasonably accomplish.

- ❑ Select fewer outcomes, partial outcomes or outcomes from a different grade level if necessary.

Determine what the students will be able to demonstrate as a result of this learning activity.

- ❑ Consider the accommodations, modifications and adaptations necessary to ensure student success in achieving all or part of the outcomes.

⊙ Learning Activities

Select appropriate instructional strategies and learning activities that will create opportunities for students to successfully achieve the target outcomes.

- ❑ Decide how students will apply their learning.
- ❑ Ensure opportunities for students to use different learning modalities; e.g., visual, auditory.
- ❑ Present and support key concepts and instructions using demonstration, oral and written steps and exemplars of completed assignments.
- ❑ Break down assignments or tasks into smaller, more manageable parts.
- ❑ Give clear, concrete instructions and:
  - ___ provide a visual reference of the sequence of key steps in completing the assignment
  - ___ provide a checklist of assignment parts for students to mark as tasks are completed
  - ___ support written instructions with picture prompts or highlight directions using a colour-coding system
  - ___ record directions or lectures for playback
  - ___ repeat instructions
  - ___ have students recall instructions in sequence.
- ❑ Model and demonstrate to promote understanding of directions.
- ❑ Check in with students regularly to check task understanding and to provide feedback and clarification on specific aspects of the assignment.
- ❑ Highlight key points of the lesson orally and visually.
- ❑ Select extension activities that will reinforce and extend learning.
- ❑ Write assignments and homework on chart paper or the board. Ensure that students write down assignments in their agendas.
- ❑ Help students stay on task by employing a cueing strategy.

Identify the key concepts of the learning activity.

- ❑ Consider how the activity has been designed to motivate and engage student interest.
- ❑ Determine how to present an overview of the learning activity.
- ❑ Ensure that the learning activity provides opportunities for students to relate the key concepts to their own experiences or understanding.
- ❑ Build in opportunities to make connections between what the students know and what they are learning.

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Consider how the students will be organized for instruction and the type of groupings that will be most effective (partner, small group, large group).

- ❑ Use flexible grouping to determine the best fit for a particular activity. Decisions about grouping students may be based on different factors depending on the end goal, such as learning profile, interest, readiness or need.

⊙ Learning Environment

Consider the classroom environment and individual student work spaces.

- ❑ Provide a quiet work station like a study carrel in a corner of the classroom.
- ❑ Plan seating arrangements for students with attention issues based on traffic patterns and overt distractions; e.g., windows, door, hallway, computer.
- ❑ Partner students with a peer for support and guidance.

⊙ Resources

Decide on the resources that will be used for the learning activity, including oral, print, media texts and community resources.

- ❑ Locate necessary materials and resources to support different reading levels, learning styles and student needs.
- ❑ Consider using graphic organizers to present information.

Prepare resources to assist students with learning difficulties.

- ❑ Rewrite materials at a lower reading level.
- ❑ Provide a graphic organizer for note taking; e.g., cloze style.
- ❑ Highlight passages of text.
- ❑ Reformat handouts and tests as necessary; e.g., provide lines for written responses, put one question per page, rewrite questions or information at a lower reading level, enlarge print and spacing between lines of print.
- ❑ Identify Web-based supports; e.g., simulations.

Ensure that students have the assistive tools and devices to support their learning styles or needs, for example:

___ highlighters, calculators, sticky notes, rulers, markers, erasable pens, adapted scissors, graph paper, special lined paper, pencil grip, date/number line taped to desk
___ a copy of the lecture notes
___ enlarged or reduced text
___ scribe
___ audio recordings
___ picture prompts
___ manipulatives
___ overlays
___ computers

⊙ Assessment

Decide what evidence will show whether the students have achieved the outcomes.

Determine the best way for students to demonstrate their learning.

- ❑ Provide assessment options for students to "show what they know."

Make necessary preparations for alternative testing procedures, resources and materials.

- ❑ Does the student need:
  - ___ an audio recording of the test
  - ___ a scribe to write down his or her ideas or answers
  - ___ the test questions read aloud
  - ___ a time extension
  - ___ fewer questions?

Determine the focus of the assessment for evaluation purposes.

For example, if you are evaluating students on their understanding of the content, do not penalize for spelling errors or missing punctuation.

Select or develop rubrics, exemplars and checklists to support student evaluation.

Provide immediate, specific and constructive feedback.

- ❑ Emphasize the quality of work and perseverance rather than quantity.

Provide opportunities for student self-reflection and self-evaluation.

- ❑ Consider necessary alternate assessment options to accommodate different learning styles, interests or strengths.
- ❑ Share assignment criteria lists, checklists, standards and exemplars with students.

⊙ Time line

Record important assignments and text due dates on a master calendar and have students write these dates in their agendas.

- ❑ Show students how to plan for longer assignments by using a calendar.
- ❑ Show students how to study for an upcoming test.
- ❑ Provide students with a study guide of important skills and concepts.

Consider the pace of the learning activity and the needs of the students.

- ❑ Consider ways to change the pace and allow students to focus on the task for more condensed periods of time, if necessary.
- ❑ Prepare an assignment summary with task increments and time line to guide student's completion of the assignment. Provide time warnings for task completion.
- ❑ Extend deadlines for those students who require more time to complete assignments.

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Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	September	October	November	December	January
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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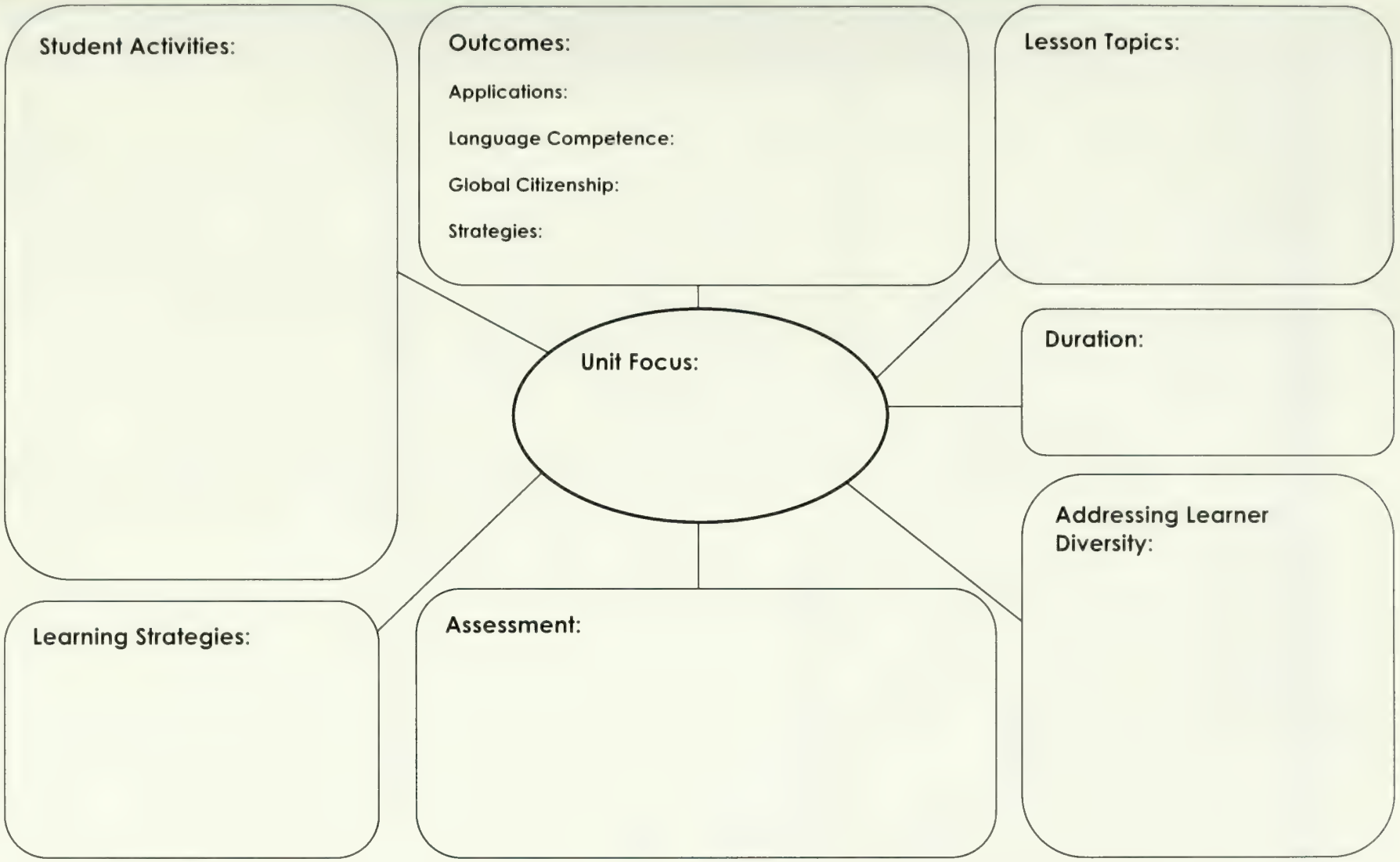
Year Plan

Grade(s): _____ School Year: _____ Teacher(s): _____

	February	March	April	May	June
Unit(s)					
Specific Outcomes					
Major Teaching and Learning Activities					
Resources					
Assessment and Evaluation					

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Unit Plan Overview



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Unit Plan A

Grade(s): _____ Unit Focus: _____ Teacher(s): _____

Outcomes:

- Applications
- Language Competence
- Global Citizenship
- Strategies

Possible Student Learning Strategies:

Teaching and Learning Activities:

Resources:	Planning for Diversity:	Assessment and Evaluation:

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Unit Plan B

Day	Outcomes	Teaching and Learning Activities	Resources	Planning for Diversity	Assessment/Evaluation
1					
2					
3					
4					
5					
6					

Title:	Time line:
General outcome:	
Specific outcomes	Learning strategies and activities
Getting ready activities (Strategies for activating and assessing prior knowledge, and creating interest in new unit)	
Assessment strategies and activities	**Enrichment strategies**
Resources	
Home/school/community connections	**Cross-curricular connections**

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Lesson Plan A

Lesson Title:

Date and Class:

Outcomes Addressed:

Applications:

Language Competence:

Global Citizenship:

Strategies:

Possible Student Learning Strategies:

Materials Required:

Teaching and Learning Activities:

Differentiation of Instruction:

Opportunity for Assessment:

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Lesson Plan B

Lesson Title: _____

Date: _____ **Class:** _____

Outcomes	Lesson Description
✦ Applications ✦ Language Competence ✦ Global Citizenship ✦ Strategies **Possible Student Learning Strategies:**	

Differentiation of Instruction	Assessment	Materials
☐ yes ☐ not necessary If yes, description:		

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How "Listener-friendly" Is My Instruction?

Review the strategies below and mark the column that **best fits your current practice** for helping students focus on what is important in the learning activity.

	Yes	Not Yet
• I reduce distractions for my students; e.g., close the door, move students near the front and away from windows.	❍	❍
• I communicate clearly what my expectations of the students are during the class.	❍	❍
• I provide students with some form of an advanced organizer at the beginning of class to alert them to what will be addressed in the learning activity.	❍	❍
• I consistently review and encourage recall of previously presented information; e.g., summarizing, asking questions, allowing time to review previous notes and handouts.	❍	❍
• I use cue words and phrases to signal important information; e.g., In summary ..., Note the following ..., Pay attention to ..., Record this important fact ..., This is important ..., Listen carefully.	❍	❍
• I use transitional phrases to cue and signal the organization of information; e.g., first, second, third; next; before/after; finally.	❍	❍
• I highlight important information by using bold, italics and different coloured text.	❍	❍
• I vary my volume, tone of voice and rate of speech to emphasize important ideas and concepts.	❍	❍
• I present information in many different ways; e.g., discussion, video, audio, small group assignments, transparencies, slide show presentations.	❍	❍
• I repeat important ideas and concepts by rephrasing and using multiple examples.	❍	❍
• I write important ideas, key concepts and vocabulary on the board or overhead transparency.	❍	❍
• I use visual aids and objects to support the concepts and information that are presented; e.g., pictures, diagrams, maps, manipulatives, graphic organizers, overhead projector.	❍	❍
• I provide examples and non-examples of concepts.	❍	❍
• I frequently check for understanding; e.g., ask questions during the class, encourage students to ask questions during and after a presentation, encourage students to relate new information to old.	❍	❍
• I provide students with opportunities to discuss concepts with a partner or small group.	❍	❍
• I provide students with opportunities to work with and/or practise new skills and concepts.	❍	❍
• I allow time for reflection at the end of the class; e.g., review important ideas, summarize, ask questions, self-evaluate.	❍	❍
• I briefly review the important concepts at the end of the class and preview what will be happening next class.	❍	❍

Adapted from Anne Price, "Listen Up" handout (Calgary, AB: Calgary Learning Centre, 1995). Adapted with permission from Calgary Learning Centre

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Examples of General Accommodations

Methods of Instruction

- ❑ Vary amount of material to be learned.
- ❑ Vary amount of material to be practised.
- ❑ Vary time for practice activities.
- ❑ Use advance organizers.
- ❑ Cue student to stay on task; e.g., private signal.
- ❑ Facilitate student cueing (student providing cues to the teacher).
- ❑ Repeat directions or have student repeat directions.
- ❑ Shorten directions.
- ❑ Pair written instructions with oral instructions.
- ❑ Use computer-assisted instruction.
- ❑ Use visual aids in lesson presentation.

Other _____

Task/Response

- ❑ Reduce or substitute required assignments.
- ❑ Adjust level of in-class assignments to academic level.
- ❑ Break long-term assignments into shorter tasks.
- ❑ Adjust amount of copying.
- ❑ Use strategies to enhance recall; e.g., cues, cloze.

Task/Response (cont'd)

- ❑ Provide student with a copy of notes.
- ❑ Accept dictated or parent-assisted homework assignments.
- ❑ Provide extra assignment time.
- ❑ Permit student to print.
- ❑ Provide a student buddy for reading.

Other _____

Materials

- ❑ Modify text materials (add, adapt or substitute).
- ❑ Make materials self-correcting.
- ❑ Highlight important concepts and information and/or passages.
- ❑ Use a desk top easel or slantboard to raise reading materials.
- ❑ Prepare recordings of reading/textbook materials.
- ❑ Provide an extra textbook for home use.
- ❑ Allow use of personal word lists, cue cards.
- ❑ Increase use of pictures, diagrams, concrete manipulators.
- ❑ Break materials into smaller task units.

Materials (cont'd)

- ❑ Increase print size in photocopying.
- ❑ Use daily homework assignment book.

Other _____

Organization for Instruction

The student works best:

- ❑ in large group instruction
- ❑ in small group instruction
- ❑ when placed beside an independent learner
- ❑ with individual instruction
- ❑ with peer tutoring
- ❑ with cross-aged tutoring
- ❑ using independent self-instructional materials
- ❑ in learning centres
- ❑ with preferential seating
- ❑ with allowances for mobility
- ❑ in a quiet space within the classroom .

Other _____

Reinforcement Systems

- ❑ Provide immediate reinforcement.
- ❑ Give verbal praise for positive behaviour.
- ❑ Use tangible reinforcers.
- ❑ Send notes home.
- ❑ Complete progress charts.

Reinforcement Systems (cont'd)

- ❑ Allow special activities.
- ❑ Instruct student in self-monitoring; e.g., following directions, raising hand to talk.

Other _____

Assessment and Testing

- ❑ Adjust the test appearance; e.g., margins, spacing.
- ❑ Adjust the test design (T/F, multiple choice, matching).
- ❑ Adjust to recall with cues, cloze, word lists.
- ❑ Vary test administration (group/individual, open book, make-up tests).
- ❑ Audio record test questions.
- ❑ Select items specific to ability levels.
- ❑ Vary amount to be tested.
- ❑ Give extra test time.
- ❑ Adjust readability of test.
- ❑ Allow recorded reports for essays and/or long answers.
- ❑ Read test questions.
- ❑ Allow use of a scribe or a reader.
- ❑ Allow oral examinations.

Other _____

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Examples of Instructional Accommodations

Reading Difficulties	Written Expression Difficulties	Attention Difficulties	Memory Difficulties	Fine and Gross Motor Difficulties
❍ Use less difficult/alternative reading material. ❍ Reduce amount of reading required. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Set time limits for specific task completion. ❍ Enlarge text of worksheets and reading material. ❍ Extend time to complete tests and assignments. ❍ Use large print editions of tests. ❍ Read test items aloud to student. ❍ Read standard directions several times at start of exam. ❍ Audio record directions. ❍ Use assistive technology (optical character recognition system, books on tape/CD, screen readers).	❍ Reduce volume of work. ❍ Break long-term assignments into manageable tasks. ❍ Extend time for completing assignments. ❍ Offer alternative assignments. ❍ Allow student to work on homework while at school. ❍ Allow alternative methods of data collection (audio recorders, dictation, interviews, fact sheets). ❍ Permit use of scribe or audio recorder for answers (student should include specific instructions about punctuation and paragraphing). ❍ Waive spelling, punctuation and paragraphing requirements. ❍ Accept keyword responses instead of complete sentences. ❍ Use assistive technology (word processor, spell-check device, grammar-check device, text-to-speech software).	❍ Provide alternative seating: – near teacher – facing teacher – at front of class, between well-focused students, away from distractions. ❍ Provide additional or personal work space (quiet area for study, extra seat or table, "time-out" spot, study carrels). ❍ Permit movement during class activities and testing sessions. ❍ Provide directions in written form: – on board – on worksheets – copied in assignment book by student. ❍ Set time limits for specific task completion. ❍ Extend time to complete tests and assignments. ❍ Allow student to take breaks during tests. ❍ Use multiple testing sessions for longer tests. ❍ Use place markers, special paper, graph paper or writing templates to allow student to maintain position and focus attention better. ❍ Provide cues; e.g., arrows, stop signs on worksheets and tests. ❍ Provide a quiet, distraction-free area for testing. ❍ Allow student to wear noise buffer device such as headphones to screen out distracting sounds. ❍ Provide checklists for long, detailed assignments.	❍ Provide a written outline. ❍ Provide directions in written form (on board, on worksheets, copied in assignment book by student). ❍ Provide a specific process for turning in completed assignments. ❍ Provide checklists for long, detailed assignments. ❍ Read and discuss standard directions several times at start of examination. ❍ Provide cues, e.g., arrows, stop signs, on worksheets and tests. ❍ Allow student to use reference aids (dictionary, word processor, vocabulary cue card).	❍ Use assistive and adaptive devices: – pencil or pen adapted in size or grip diameter – alternative keyboards – portable word processor. ❍ Set realistic and mutually agreed-upon expectations for neatness. ❍ Reduce or eliminate the need to copy from a text or board; e.g., – provide copies of notes – permit student to photocopy a peer's notes – provide carbon/NCR paper to a peer to copy notes. ❍ Extend time to complete tests and assignments. ❍ Alter the size, shape or location of the space provided for answers. ❍ Accept keyword responses instead of complete sentences. ❍ Allow student to type answers or to answer orally instead of in writing.

Adapted with permission from Calgary Learning Centre (Calgary, Alberta, 2002).

Examples of Assessment Accommodations

Some students require accommodations to allow classroom assessment to measure and communicate student growth and achievement clearly and realistically. Some students will know what they need to demonstrate their knowledge in the classroom and in testing situations. It is important to provide an opportunity for students and parents to suggest or respond to proposed assessment accommodations.

Sample assessment accommodations include:

- ❑ allowing extended time
- ❑ allowing breaks during the test
- ❑ reducing the number of questions
- ❑ breaking a test into parts and administering them at separate times
- ❑ providing an audio recorded test and making students aware that they may listen to part or all of the recording more than once
- ❑ providing a reader or a scribe
- ❑ providing an opportunity to record answers
- ❑ providing more detailed instructions and confirming the student's understanding of the test process
- ❑ administering the test in a small group setting or to an individual student
- ❑ administering the test in a separate room, free from distractions
- ❑ providing noise buffers; e.g., headphones
- ❑ adjusting the test appearance; e.g., margins, spacing
- ❑ adjusting the test design (true/false, multiple choice, matching)
- ❑ adjusting the readability of the test
- ❑ allowing alternative formats such as webs or key points in place of essays or long answers
- ❑ reading test questions
- ❑ allowing use of a scribe or a reader
- ❑ allowing oral examinations
- ❑ allowing students to practise taking similar test questions

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Sample Text Forms

Written Texts

- advertisements
- biographies and autobiographies
- brochures, pamphlets and leaflets
- catalogues
- dictionaries and grammar references
- encyclopedia entries
- folk tales and legends
- forms
- graffiti
- instructions and other "how to" texts
- invitations
- journals and logs
- labels and packaging
- letters (business and personal)
- lists, notes and personal messages
- maps
- menus
- newspaper and magazine articles
- plays, screenplays
- poetry
- programs
- questionnaires
- recipes
- reports
- manuals
- short stories and novels
- signs, notices and announcements
- stories
- textbook articles
- tickets, timetables and schedules
- banners
- book jackets
- booklets
- cartoons
- comic strips
- bulletin boards
- posters
- almanacs
- atlases
- choral readings
- codes
- collages
- greeting cards
- graphic organizers
- research projects
- picture books
- storyboards
- e-mail

Oral Texts

- advertisements or announcements
- ceremonies (religious and secular)
- interpretive dialogues
- formal and informal conversations
- interviews
- telephone messages
- oral stories and histories
- plays and other performances
- oral reports and presentations
- songs and hymns
- telephone conversations
- story telling
- speeches
- rhymes, poetry

Multimedia Texts

- computer and board games
- movies and films
- slide/tape/video presentations
- television programs
- Web sites
- CD–ROM, multimedia projector
- digital slide shows
- chat rooms
- blogs

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Alternative Learning Activities Menu

Name: _____ **Date:** _____

Complete three activities to create a horizontal, vertical or straight line. If you choose to use the "Your Idea" box, you must first have your activity approved by your teacher.

I have had my idea approved by my teacher: Yes/No Teacher Initials _____

I agree to complete all three activities by _____ (Date)

DEMONSTRATE	**PLAN**	**INTERVIEW**
RESEARCH	**YOUR IDEA**	**SURVEY**
DISPLAY	**CREATE**	**EVALUATE**

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Sample Independent Study Agreement

Name:	Grade:	Date:

This is a contract between you and your teacher. By writing your initials on each of the blanks beside the statements, you agree to follow these conditions. If you do not meet the conditions set in this contract, you will have to return to the class and your project will be discontinued immediately.

Read each statement below and write your initials beside it to show your understanding and agreement.

Learning Conditions

_____ I will complete all alternative learning activities in my Independent Study Agreement by _____ (date).

_____ I will prepare for and complete the unit's assessment at the same time as the rest of the class.

_____ I will participate in whole-class activities as the teacher assigns them.

_____ I will keep a daily log of my progress in my Learning Log.

_____ I will share what I have learned from my independent study with the class in an interesting way. I will prepare a brief presentation of five to seven minutes and make sure that I include some kind of a visual aid; e.g., poster, picture, digital slide show.

Working Conditions

_____ I will check in with the teacher at the beginning and end of each class period.

_____ I will work on my chosen topic for the entire class period on the days my teacher assigns.

_____ I will not bother anyone or call attention to the fact that I am doing different work than others in the class.

Student's Signature: _____

Teacher's Signature: _____

Sample Independent Study Agreement: Excerpted from *Teaching Gifted Kids in the Regular Classroom: Strategies and Techniques Every Teacher Can Use to Meet the Academic Needs of the Gifted and Talented* (Revised, Expanded, Updated Edition) (p. 75) by Susan Winebrenner, copyright ©2001. Used with permission of Free Spirit Publishing Inc., Minneapolis, MN; 800–735–7323; www.freespirit.com. All rights reserved.

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

Group Roles Organizer

Fill in one or more names for the roles below before beginning your group work.

Checker:	**Timekeeper:**	**Questioner:**
Recorder:	**Reporter:**	**Encourager:**
Materials Manager:	**Observer:**	**Other:**

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Sample List of Learning Strategies

Language Learning Strategies

Cognitive Language Learning Strategies

- ☐ listen attentively
- ☐ perform actions to match the words of a song, story or rhyme
- ☐ learn short rhymes or songs, incorporating new vocabulary or sentence patterns
- ☐ imitate sounds and intonation patterns
- ☐ memorize new words by repeating them silently or aloud
- ☐ seek the precise term to express meaning
- ☐ repeat words or phrases in the course of performing a language task
- ☐ make personal dictionaries, kana cards and kanji cards
- ☐ experiment with various elements of the language
- ☐ use mental images to remember new information and writing systems
- ☐ group together sets of things—vocabulary, structures—with similar characteristics
- ☐ identify similarities and differences between aspects of Japanese and your own language
- ☐ look for patterns and relationships
- ☐ use previously acquired knowledge to facilitate a learning task
- ☐ associate new words or expressions with familiar ones, either in Japanese or in your own language
- ☐ find information, using reference materials such as dictionaries, textbooks, the Internet and human resources
- ☐ use available technological aids to support language learning; e.g., CDs, computers, DVDs, audio recordings
- ☐ make word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ place new words or expressions in a context to make them easier to remember
- ☐ use induction to generate rules governing language use
- ☐ seek opportunities outside of class to practise and observe
- ☐ perceive and note unknown words and expressions, noting also their context and function
- ☐ use hiragana and katakana charts
- ☐ memorize characters by writing them repeatedly or reading them silently or aloud

Metacognitive Language Learning Strategies

- ☐ check copied writing for accuracy
- ☐ make choices about how you learn
- ☐ rehearse or role-play language
- ☐ decide in advance to attend to the language learning task
- ☐ reflect on language learning tasks with the guidance of the teacher
- ☐ make a plan in advance about how to approach a language learning task

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- ☐ reflect on the listening, speaking, reading and writing process
- ☐ decide in advance to attend to specific aspects of input
- ☐ listen or read for key words
- ☐ evaluate your performance or comprehension at the end of a task
- ☐ keep a Learning Log
- ☐ experience various methods of language acquisition and identify one or more considered to be particularly useful personally
- ☐ be aware of the potential of learning through direct exposure to the language
- ☐ know how strategies may enable coping with texts containing unknown elements
- ☐ identify problems that might hinder successful completion of a task and seek solutions
- ☐ monitor your speech and writing to check for persistent errors
- ☐ be aware of your strengths and weaknesses, identify your needs and goals, and organize strategies and procedures accordingly

Social/Affective Language Learning Strategies

- ☐ initiate or maintain interaction with others
- ☐ participate in shared reading experiences
- ☐ seek the assistance of a friend to interpret a text
- ☐ reread familiar self-chosen texts to enhance understanding and enjoyment
- ☐ work cooperatively with peers in group activities
- ☐ understand that making mistakes is a natural part of language learning
- ☐ experiment with various forms of expression and note their acceptance or nonacceptance by more experienced speakers
- ☐ participate actively in brainstorming and conferencing as prewriting and postwriting exercises
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and to try unfamiliar tasks and approaches
- ☐ repeat new words and expressions occurring in your conversations, and make use of these new words and expressions as soon as possible
- ☐ reduce anxiety by using mental techniques such as positive self-talk or humour
- ☐ work with others to solve problems and get feedback on tasks
- ☐ provide personal motivation by arranging your own rewards when successful

Language Use Strategies

Interactive Language Use Strategies

- ☐ use words from your first language to get meaning across; e.g., use a literal translation of a phrase in the first language, use a first language word but pronounce it as in Japanese
- ☐ acknowledge being spoken to, using verbal and nonverbal cues such as *hai, ee, soudesu ka* and nodding
- ☐ interpret and use a variety of nonverbal cues to communicate; e.g., mime, pointing, gestures, pictures
- ☐ indicate lack of understanding verbally or nonverbally; e.g., *wakarimasen*, tilted head

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- ☐ assess feedback from a conversation partner to recognize when a message has not been understood
- ☐ ask for clarification or repetition when you do not understand; e.g., *mou ichido itte kudasai, ~tte nandesu ka*
- ☐ use other speakers' words in subsequent conversations
- ☐ start again, using a different tactic, when communication breaks down
- ☐ use a simple word similar to the concept to convey and invite correction; e.g., *hon* for *kyoukasho*
- ☐ invite others into the discussion; e.g., *dou omoimasu ka*
- ☐ ask for confirmation that a form used is correct; e.g., *ii desu ka, tadashii desu ka*
- ☐ use a range of fillers, hesitation devices and gambits to sustain conversations; e.g., *eeto ..., anou ..., soudesu ne, demo ..., sumimasen*
- ☐ use circumlocution to compensate for lack of vocabulary; e.g., *hon no heya* for *tosho-shitsu*
- ☐ repeat part of what someone has said to confirm mutual understanding; e.g., *~to yuu koto desu ka, ~ n desu ka*
- ☐ summarize the point reached in a discussion to help focus the talk; e.g., *ja, tsumari*
- ☐ ask follow-up questions to check for understanding; e.g., *wakarimasu ka*
- ☐ use suitable phrases to intervene in a discussion; e.g., *tokorode, chotto, sumimasen*
- ☐ self-correct if errors lead to misunderstandings

Interpretive Language Use Strategies

- ☐ use gestures, intonation and visual supports to aid comprehension
- ☐ make connections between texts on the one hand and prior knowledge and personal experience on the other
- ☐ use illustrations to aid reading comprehension
- ☐ determine the purpose of listening
- ☐ listen or look for key words
- ☐ listen selectively based on purpose
- ☐ make predictions about what you expect to hear or read based on prior knowledge and personal experience
- ☐ use knowledge of the sound–symbol system or kanji to aid reading comprehension; e.g., sounding out aloud katakana words
- ☐ infer probable meanings of unknown words or expressions from contextual clues
- ☐ prepare questions or a guide to note information found in a text
- ☐ use key content words or discourse markers to follow an extended text
- ☐ reread several times to understand complex ideas
- ☐ summarize information gathered
- ☐ assess your information needs before listening, viewing or reading
- ☐ use skimming and scanning to locate key information in texts
- ☐ use knowledge of writing systems to identify functions of parts of sentences
- ☐ use knowledge of writing systems to aid reading
- ☐ use physical markers that divide sections of text to assist comprehension

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Productive Language Use Strategies

- ☐ mimic what the speaker says
- ☐ use nonverbal means to communicate
- ☐ copy what others say, write or do; e.g., bowing
- ☐ use words visible in the immediate environment
- ☐ use resources to increase vocabulary
- ☐ use familiar repetitive patterns from stories, songs, rhymes or media
- ☐ use illustrations to provide detail when producing your own texts
- ☐ use various techniques to explore ideas at the planning stage, such as brainstorming or keeping a notebook or log of ideas
- ☐ use knowledge of sentence patterns to form new sentences
- ☐ be aware of and use the steps of the writing process: prewriting (gathering ideas, planning the text, research, organizing the text), writing, revision (rereading, moving pieces of text, rewriting pieces of text), correction (grammar, spelling, punctuation), publication (reprinting, adding illustrations, binding)
- ☐ use a variety of resources to correct texts; e.g., personal and commercial dictionaries, checklists
- ☐ take notes when reading or listening to assist in producing your own text
- ☐ revise and correct final versions of texts
- ☐ use circumlocution and definition to compensate for gaps in vocabulary
- ☐ apply grammar rules to improve accuracy at the correction stage
- ☐ compensate for avoiding difficult structures by rephrasing; e.g., polite form instead of plain form

General Learning Strategies

Cognitive General Learning Strategies

- ☐ classify objects and ideas according to their attributes; e.g., red objects and blue objects, or animals that eat meat and animals that eat plants
- ☐ use models
- ☐ connect what is already known with what is being learned
- ☐ experiment with, and concentrate on, one thing at a time
- ☐ focus on and complete learning tasks
- ☐ write down key words and concepts in abbreviated form to assist with performance of a learning task
- ☐ use mental images to remember new information
- ☐ distinguish between fact and opinion when using a variety of sources of information
- ☐ formulate key questions to guide research
- ☐ make inferences, and identify and justify the evidence on which these inferences are based
- ☐ use word maps, mind maps, diagrams, charts or other graphic representations to make information easier to understand and remember
- ☐ seek information through a network of sources, including libraries, the Internet, individuals and agencies
- ☐ use previously acquired knowledge or skills to assist with a new learning task

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Metacognitive General Learning Strategies

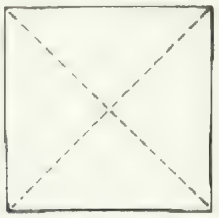
- ☐ reflect on learning tasks with the guidance of the teacher
- ☐ choose from among learning options
- ☐ discover how your efforts can affect learning
- ☐ reflect upon your thinking processes and how you learn
- ☐ decide in advance to attend to the learning task
- ☐ divide an overall learning task into a number of subtasks
- ☐ make a plan in advance about how to approach a task
- ☐ identify your needs and interests
- ☐ manage your physical working environment
- ☐ keep a learning journal, such as a diary or a log
- ☐ develop criteria for evaluating your work
- ☐ work with others to monitor your learning
- ☐ take responsibility for planning, monitoring and evaluating your learning experiences

Social/Affective General Learning Strategies

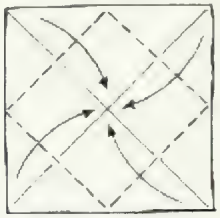
- ☐ watch others' actions and copy them
- ☐ seek help from others
- ☐ follow your natural curiosity and intrinsic motivation to learn
- ☐ participate in cooperative group learning tasks
- ☐ choose learning activities that enhance understanding and enjoyment
- ☐ be encouraged to try, even though mistakes might be made
- ☐ take part in group decision-making processes
- ☐ use support strategies to help peers persevere at learning tasks; e.g., offer encouragement, praise, ideas
- ☐ take part in group problem-solving processes
- ☐ use self-talk to feel competent to do the task
- ☐ be willing to take risks and to try unfamiliar tasks and approaches
- ☐ monitor your level of anxiety about learning tasks and take measures to lower it if necessary; e.g., deep breathing, laughter
- ☐ use social interaction skills to enhance group learning activities

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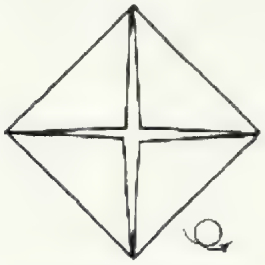
Origami Finger Game Folding Directions



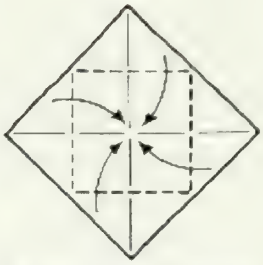
1. Fold color side down on both diagonals. Unfold



2. Fold all four corners to center



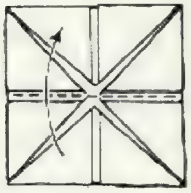
3. Turn paper over



4. Again, fold all corners to center



5. Fold paper in half and unfold



6. Fold in half from top to bottom. Do not unfold.



7. Slide thumbs and forefingers under the squares and move the Origami Finger Game back and forth to play.

Reproduced with permission from Yasutomo and Company, "Fortune Teller," *Yasutomo Projects & Ideas*, 2006, http://www.yasutomo.com/project/fortuneteller.html (Accessed May 30, 2007).

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Appendix D: Graphic Organizers

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How I Can Help My Group D–3
Activity Reflection D–4
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How I Contribute to Group Work

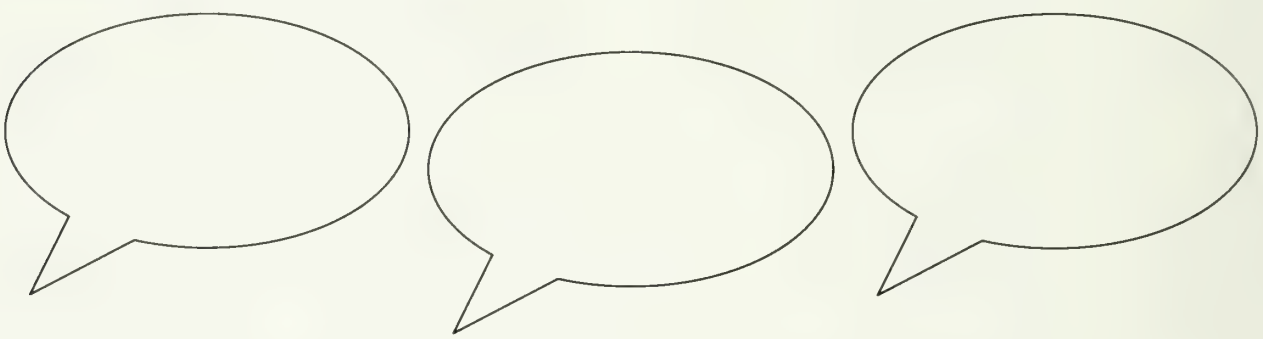
My role in this group is _____

_____.

I do my job by:

- _____
- _____
- _____

I say things like:



The most challenging part of this job is _____.

The best part of this job is _____.

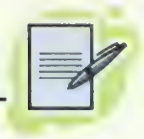
I would rate my performance in the role of _____

as _____.

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.31.

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How I Can Help My Group



Name: _____ Date: _____

During group work, when someone:

- ☆ keeps interrupting, I feel _____

  I can help make this situation better by _____

- ☆ argues, I feel _____

  I can help make this situation better by _____

- ☆ puts down others, I feel _____

  I can help make this situation better by _____

- ☆ complains, I feel _____

  I can help make this situation better by _____

- ☆ fools around, I feel _____

  I can help make this situation better by _____

- ☆ bosses others around, I feel _____

  I can help make this situation better by _____

- ☆ doesn't listen to others, I feel _____

  I can help make this situation better by _____

- ☆ is off-topic, I feel _____

  I can help make this situation better by _____

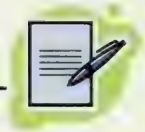
- ☆ is very quiet, I feel _____

  I can help make this situation better by _____

Reproduced from Alberta Learning, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002), p. C.33.

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Activity Reflection



Name: _____

Date: _____

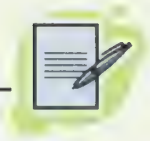
Activity: _____

What did I (we) do?	What were the results?
What could we do now?	
What are the most important things I learned from this activity?	
How could I use the new information and skills from this activity in the future?	

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Collecting My Thoughts



Name: _____ Date: _____

Here is everything I know about _____

_____

_____

_____

_____

_____

Here are some pictures of _____

Here are some questions I have: _____

_____

_____

_____

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How to Use KWL Charts



Step 1 **Think about what you already KNOW about your topic. List those facts in the first column.**

For example, if your topic is "How I Talk to Others in a New Language," you may come up with these ideas.

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand. • Don't be afraid to make mistakes!		

Step 2 **Think of the kinds of information you WANT to find out. List specific questions in the second column.**

What I know	What I want to find out	What I have learned
• Can use hand gestures and facial expressions to help the other person understand • Don't be afraid to make mistakes!	• What do I do if I don't know how to say a word? • What do I do if I don't understand what the other person is saying?	

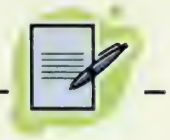
Step 3 **LEARN the answers to your questions. List that information, and anything else that you learn about your topic, in the third column.**



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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KWL Chart



Name: _____ Date: _____

Step 1	Step 2	Step 3
What I know	**What I want to find out**	**What I have learned**

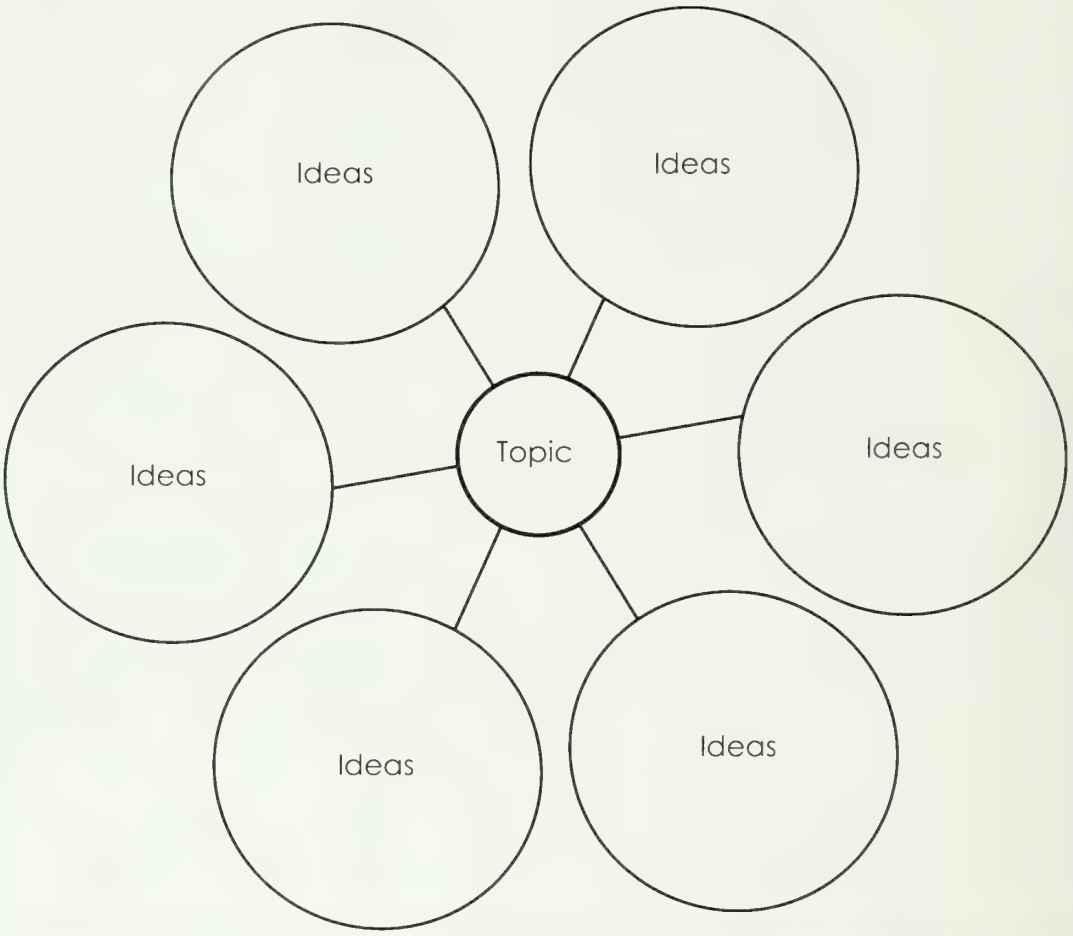
© Alberta Education, Alberta, Canada

How to Use a Brainstorming Web

Step 1 Identify your topic and use it as the title. Write it in the centre of your web.

Step 2 Identify categories of information and label each of the outer bubbles.

Step 3 Brainstorm and jot down ideas in each category.

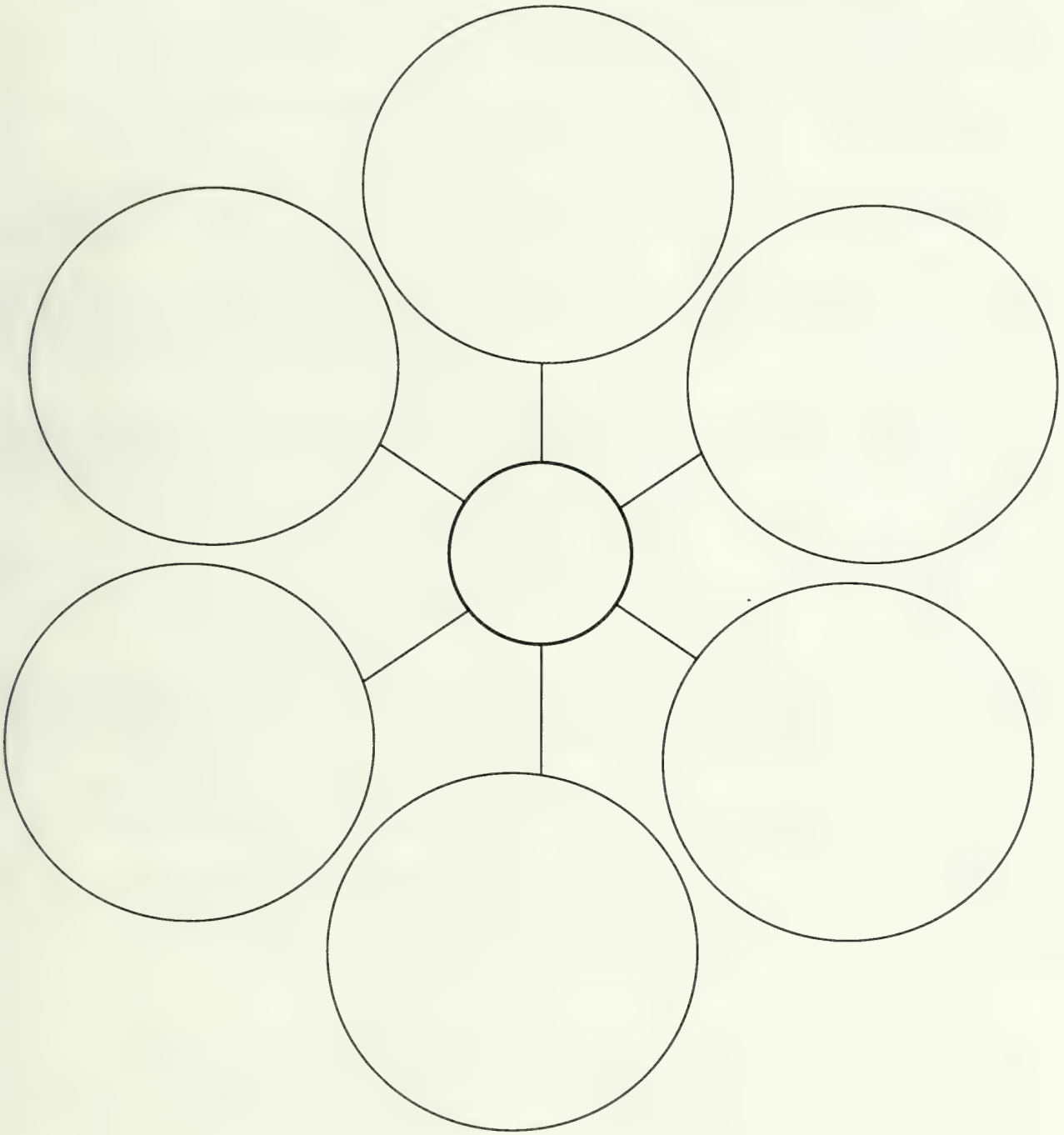


Newer versions of MS Word have a web-building option listed under **Diagram** on the **Insert** menu that lets you create your own web electronically.

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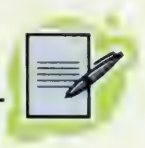
Brainstorming Web

Name: _____ Date: _____



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Idea Builder



1. Key idea

2. Draw it

3. Facts

4. Sample sentence

5. Examples

6. Non-examples

7. Definition

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How to Create a Mind Map



What are mind maps?

Mind maps are diagrams that show related ideas and information on a topic. They are used to note and organize ideas and information in a way that is meaningful to you.

How do I create a mind map?

Step 1 Identify your topic and write it in the centre of the page. This is the centre of your mind map.

Step 2 As you think of a subtopic related to your main topic, write it next to the centre and connect it with a line. Use different colours or styles of writing for your different subtopics.

Step 3 Add information and ideas to the subtopics as you think of them and connect them in meaningful ways. Include ideas and information, such as:

- examples from your own experience
- things you have read or heard
- questions you want to answer
- feelings you have
- sketches.

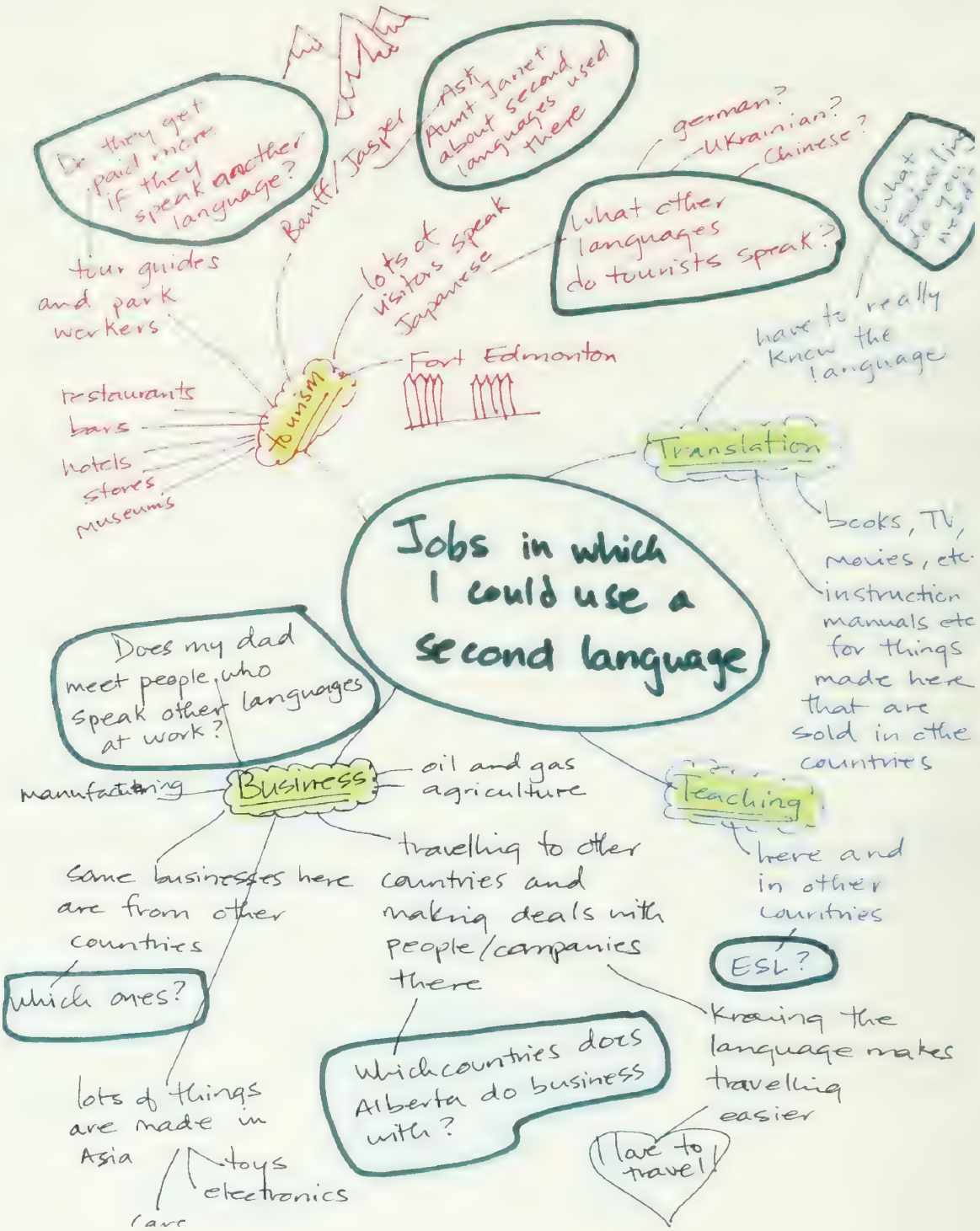
Step 4 Review the ideas and information you have written down and use circles, other shapes and/or colours to connect or group things.

You can use mind maps for many things, such as:

- collecting ideas, information and questions to guide your research
- reflecting on a presentation, group discussion, story, movie or television show
- collecting ideas for a story, poem, role-play or skit.

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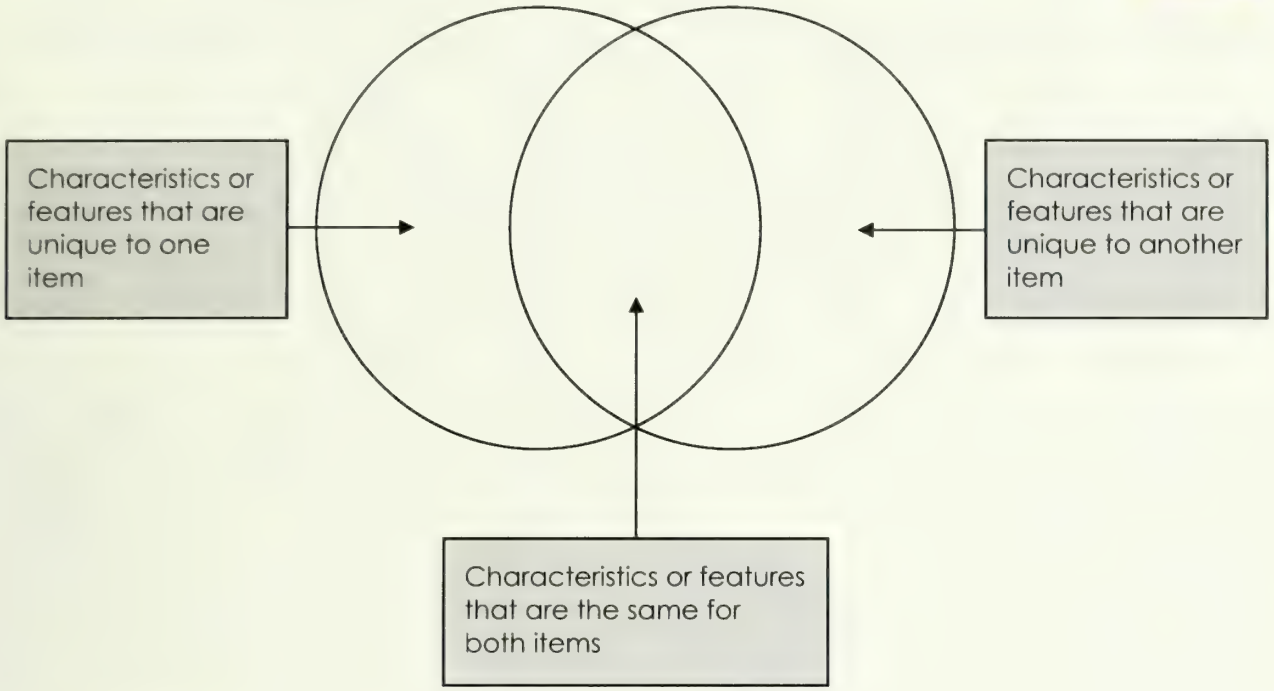
Sample Mind Map



In this sample, the student circled all the questions she had so that she could use them in an inquiry; e.g., "What I Want to Know" in a KWL chart.

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How to Use Venn Diagrams



Step 1 Label each side of the diagram with the name of each item you are comparing.

Step 2 Think about all the unique features or characteristics of the first item and write your ideas in the left part of the diagram.

Step 3 Think about all the unique features or characteristics of the second item and write your ideas in the right part of the diagram.

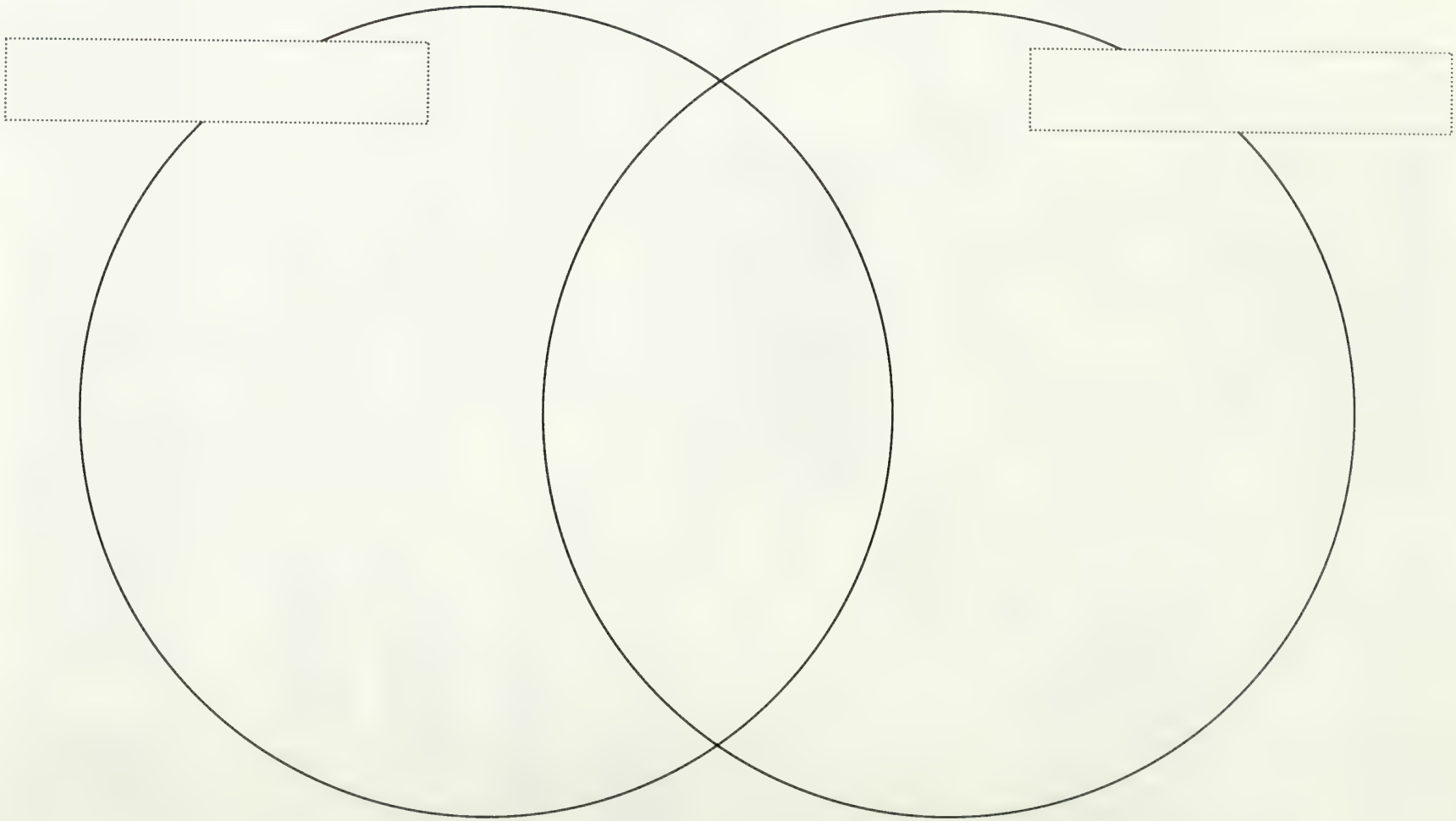
Step 4 Think about all the features the items share and write your ideas in the middle of the diagram.

MS Word has a Venn diagram option listed under **Diagram** on the **Insert** menu that lets you build your own Venn diagram electronically.

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Venn Diagram

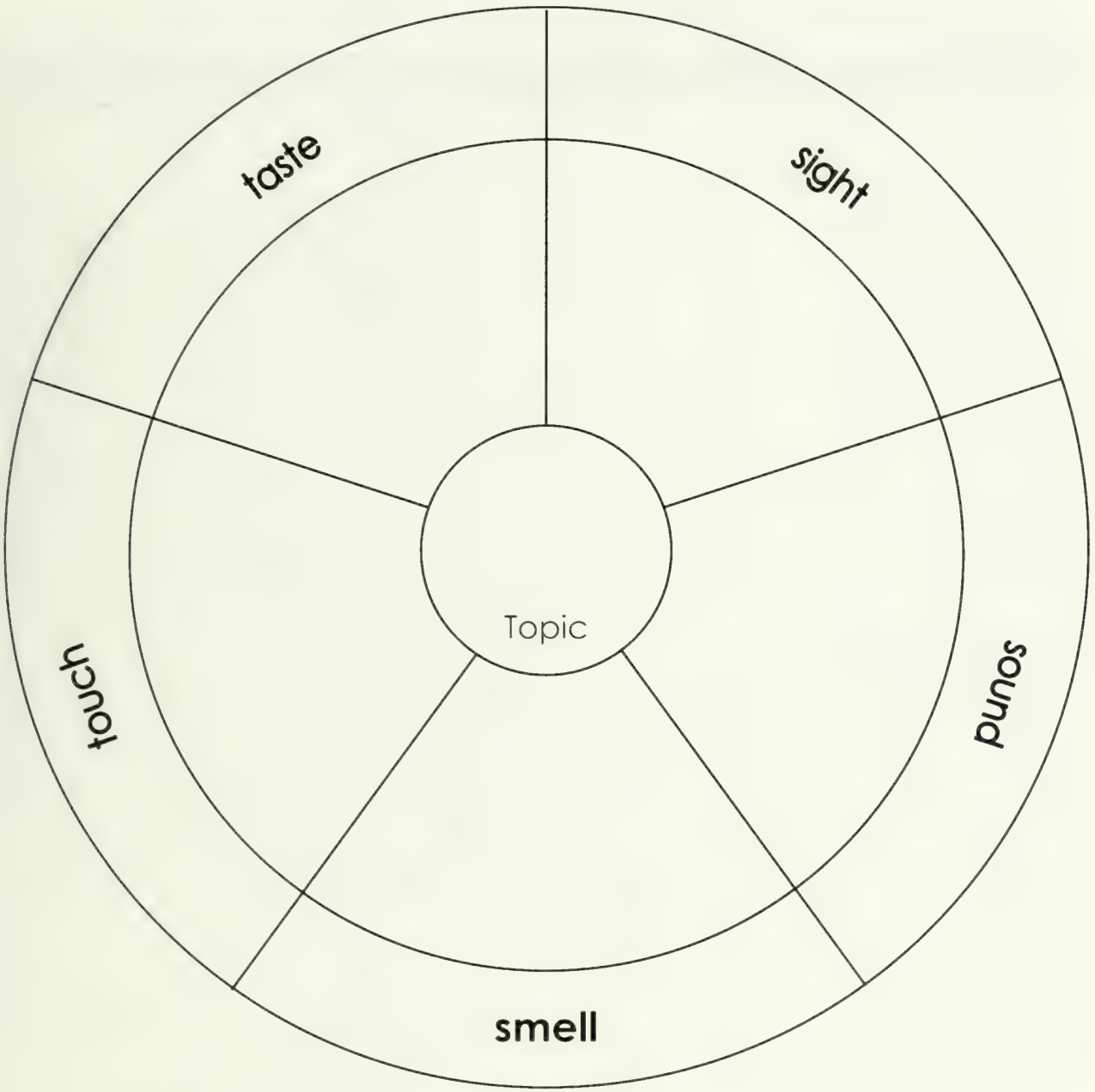
Name: _____ Date: _____



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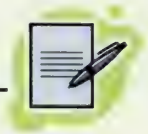
Five Senses Wheel

Name: _____ Date: _____



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Triple T-chart



Name: _____ Date: _____

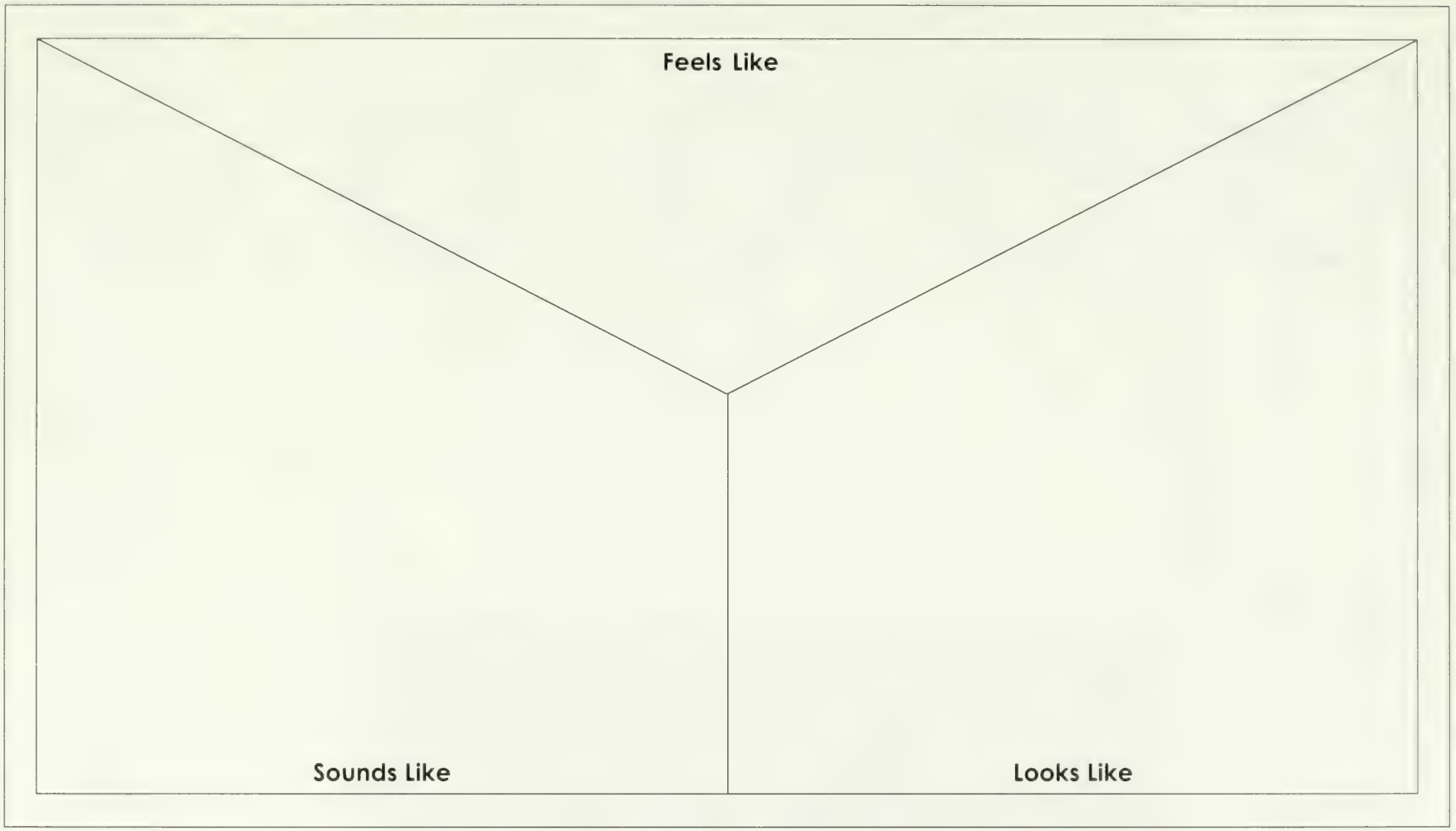
Title/Topic: _____

Looks like:	Sounds like:	Feels like:

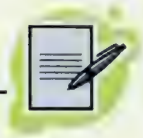
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Y-chart

Name: _____ Date: _____



The Four Ws and H



Name: _____ Date: _____

Fill in the chart with questions on your topic that you want to find answers to.

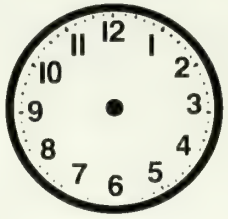
Who? List questions about **people**.	
What? List questions about **things** and **events**.	
Where? List questions about **places**.	
When? List questions about **times** and **dates**.	
How? List questions about **the way things happen**.	

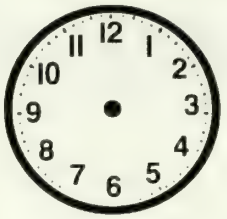
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A Day in the Life

Name: _____ Date: _____







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How to Use PMI Charts



Step 1 **P**lus: Think about all the advantages and good reasons for making the choice.

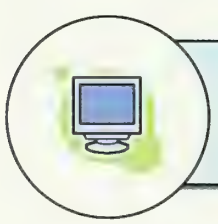
Step 2 **M**inus: Think about all the disadvantages and the down side of making the choice.

Step 3 List any information that is neither positive nor negative as **I**nteresting.

Example: *A PMI chart that shows the advantages and disadvantages of using the Internet as a research tool*

Using the Internet as a Research Tool

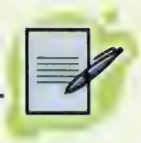
Plus	Minus	Interesting Information
• There is a lot of information. • You can look at a number of different sources in a short period of time. • You can do your research in the comfort of your home or classroom.	• If you do not know how to search well, it can take a long time to find what you need. • There is no guarantee that the information you find is accurate or of good quality. • The reading level of factual and historical information may be high.	• Most teenagers know more about using the Internet than adults! • Anybody can post information on the Internet. There are no rules to follow, no licenses, etc.



MS Word allows you to create your own chart electronically using the options in the **Table** menu.

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PMI Chart



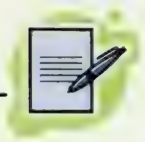
Name: _____ Date: _____

Title: _____

Plus	Minus	Interesting Information

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What I Have, What I Need



What's my problem?

What are my choices?

A. B. C.

What choice would best meet my needs?

What resources do I have?

1.
2.
3.

What resources do I need?

1.
2.
3.

Step-by-step plan

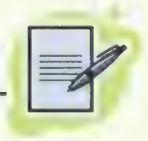
1.
2.
3.

How can I check my decision?

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Making a Decision



Issue: _____ Option: _____

	PROS +	CONS –
Facts:		
Feelings:		
My new ideas:		
My decision:		
My reasons for this decision:		

Adapted with permission from Eric MacInnis, Ross MacDonald and Lynn Scott, *Controversy as a Teaching Tool* (Rocky Mountain House, AB: Parks Canada, 1997), p. 61.

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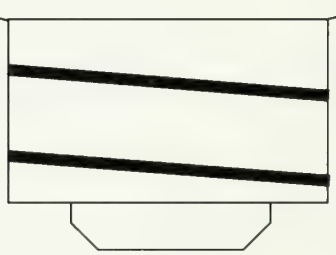
IDEA Decision Maker

Identify the problem

Describe possible solutions

Evaluate the potential consequences of each solution

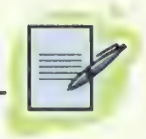
Act on the best solution



How did your IDEA work?
(Evaluate your results.)

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Consider the Alternatives



Decision-making situation or conflict to be resolved: _____

_____

_____

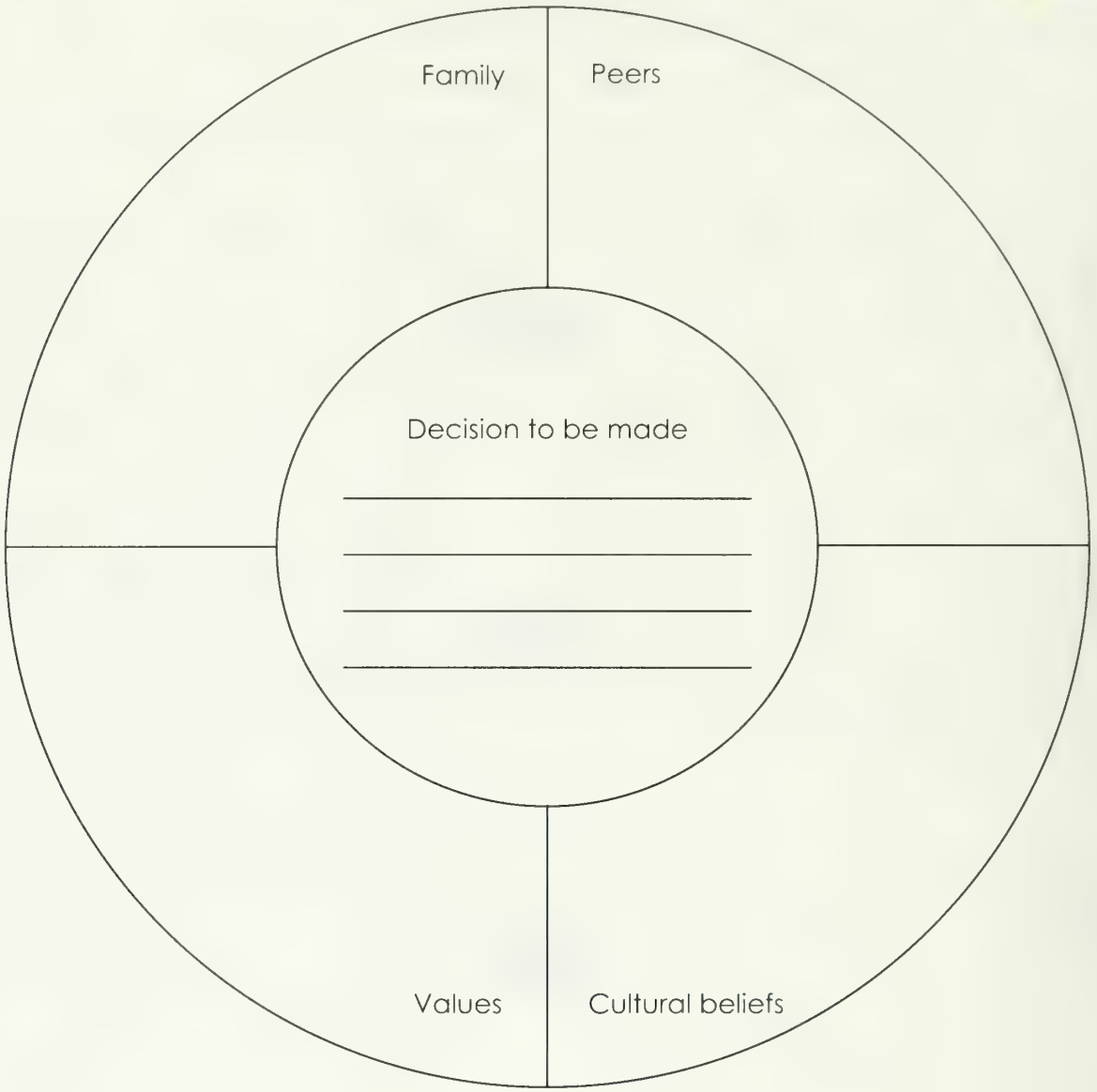
1 Option: _____ → Possible consequences: _____

2 Option: _____ → Possible consequences: _____

3 Option: _____ → Possible consequences: _____

4 Option: _____ → Possible consequences: _____

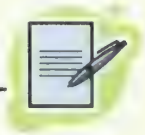
Influences on Decision Making



Questions you need to ask to help you make this decision

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Goal-setting Organizer 1



Name: _____ Date: _____

My goal is _____

_____

_____

I am choosing this goal because

_____

_____

To reach this goal I will:

1. _____

2. _____

3. _____

It will take me _____ days to reach my goal.

Did I reach my goal?

- ☐ yes
- ☐ almost
- ☐ no

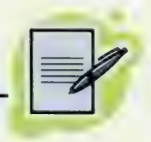
Why or why not? _____

_____

_____

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Goal-setting Organizer 2



Date: _____

Name: _____

Is your goal:
- ☐ specific?
- ☐ measurable?
- ☐ achievable?
- ☐ realistic?
- ☐ time-based?

Goal	My goal is to ...
Rationale	I chose this goal because ...
Action plan	To reach this goal, I will ...
Measurement	How will I know if I am successful?
Self-reflection	What would I do differently?

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Goal-setting Organizer 3

Name: _____ Date: _____

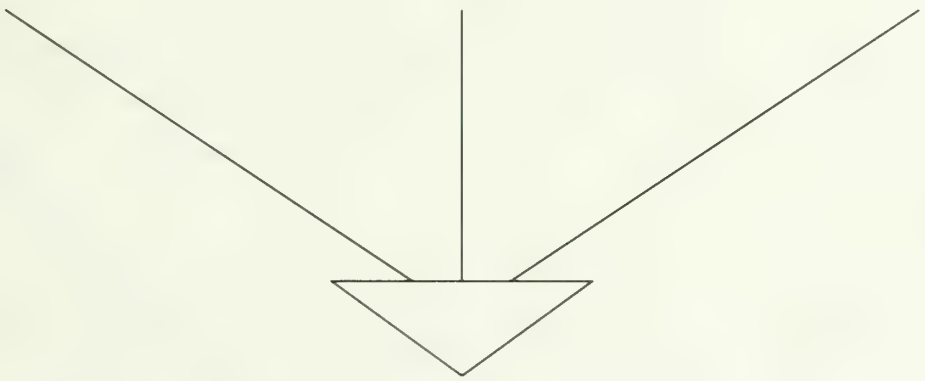
Goal Planning: Start Small

My long-term goal is _____

_____ by _____

The smaller steps that will help me reach this goal are:

Short-term Goal A	Short-term Goal B	Short-term Goal C
_____	_____	_____
_____	_____	_____
To reach this goal, I will:	To reach this goal, I will:	To reach this goal, I will:
• _____	• _____	• _____
• _____	• _____	• _____
• _____	• _____	• _____
by _____	by _____	by _____



I will know I have reached my long-term goal when _____

_____

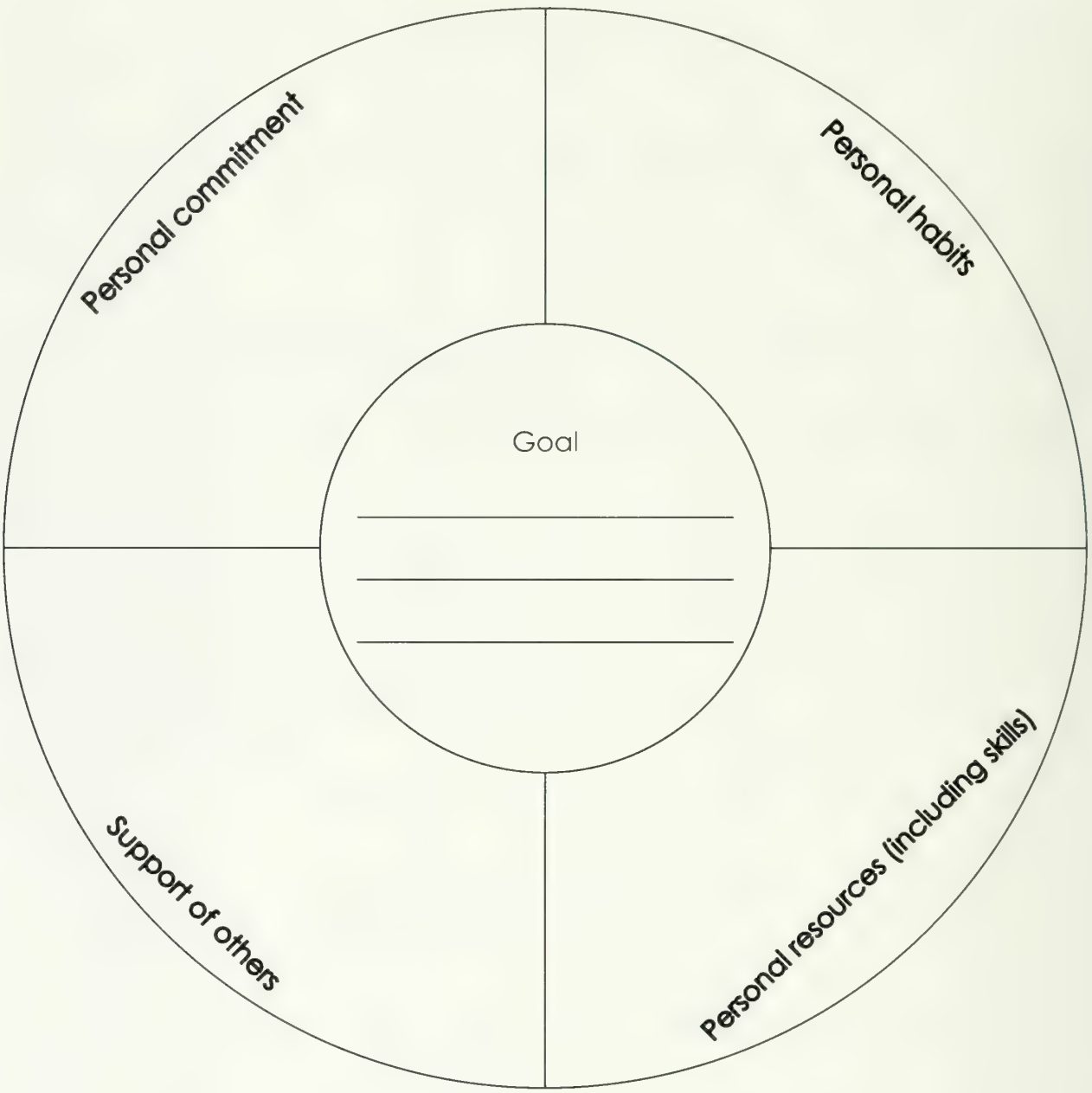
_____

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Goal-setting Organizer 4

Name: _____ Date: _____

What Can Affect Your Goals?



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Appendix E: Assessment Blackline Masters

Self-assessment Checklist E–2

Self-assessment Rating Scale E–4

Peer-assessment Checklist E–6

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Self-assessment Checklist

Name: Louis	**Grade:** 6	**Date:** April 2

I can ...	Yes	Not Yet
talk about how Japanese and English words are sometimes similar	✓	
tell when someone has not understood what I have said	✓	
use gestures to help make myself understood	✓	
ask for help when I am stuck	✓	
make mistakes in Japanese and not get discouraged		✓
check my work over to fix mistakes		✓

Note: This sample Self-assessment Checklist allows students to indicate their ability to perform various criteria.

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Self-assessment Checklist

なまえ:	がくねん:	月　　日

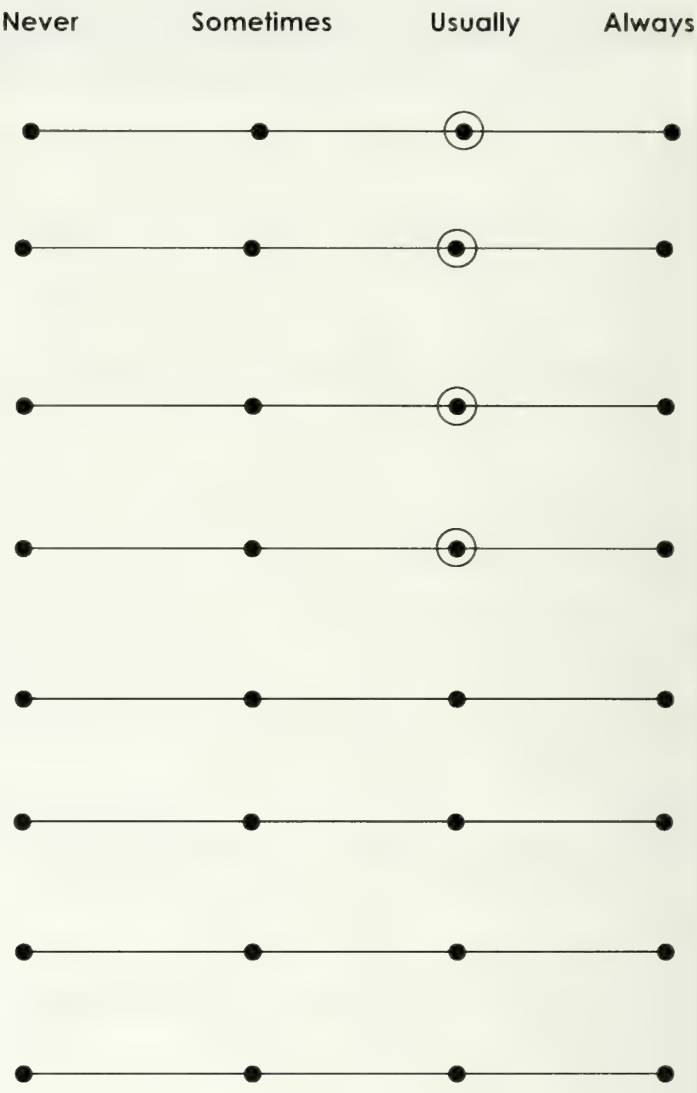
I can ...	はい	まだ

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Self-assessment Rating Scale

Name: Sophia	Grade: 5	Date: April 22

I can ...



Note: All criteria in this sample address outcome A–2.2b. This Self-assessment Rating Scale demonstrates how students can assess their performance as it relates to particular outcomes. The teacher decides whether or not to follow up with other activities, such as goal setting.

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Self-assessment Rating Scale

なまえ:	がくねん:	月　　日

I can ...	Never	Sometimes	Usually	Always
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				
• _____				

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Peer-assessment Checklist

なまえ:	Janice	がくねん:	5	9 月	24 日
ともだちの なまえ :	Shauna	**Activity:**	pronunciation		

My partner can ...	はい	まだ
pronounce basic Japanese sounds	✓	
use intonation to express meaning	✓	
pronounce some common phrases, such as '*douzo yoroshiku*' or ' *konnichiwa*'	✓	
say simple words and phrases, such as '*Watashi wa _____ desu.*'		✓
use appropriate gestures.	✓	

I like: you said most sentences clearly.

You can improve by: Checking your sentences by comparing with the blackboard example.

Note: This Peer-assessment Checklist allows students to give each other feedback about particular aspects of their work. Comments written should be constructive and specific.

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Peer-assessment Checklist

なまえ:	がくねん:	月　　日
ともだちの なまえ：	**Activity:**	

My partner can ...	はい	まだ

What I liked about your presentation: _____

_____

_____

You can improve: _____

_____

_____

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Self-assessment Checklist and Goal Setting

なまえ: Tom	がくねん: 4	9月 24日

I can ...	はい	まだ	What I am going to do next ...
say Happy New Year (あけまして おめでとうございます)	✓		say Happy New Year in Japanese to at least three people each day
say numbers 1–10	✓		play the traditional Japanese New Year's game '*Hanetsuki*' by counting 1–10 repeatedly
copy New Year's wish in Japanese		✓	design a New Year's card (ねんがじょう) for my friends
say my own zodiac animal (example さる)	✓		say my friend's zodiac animal names
follow the simple instruction of up, down, right, left.	✓		play the traditional Japanese New Year's game '*Fukuwarai*.'

Note: Self-assessment Checklist and Goal Setting allows students to assess their abilities and set goals to improve.

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Self-assessment Checklist and Goal Setting

なまえ:	がくねん:	月　　日

I can ...	はい	まだ	What I am going to do next ...

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Long-term Goal Setting

なまえ: David	がくねん: 4	9月 24日

Goal #1:

By the end of this term, I would like to: make a simple self-introduction in Japanese.

To achieve this goal, I will: look up the words I need to know and write a role-play to perform with a friend.

My teacher can help me: with my pronunciation and make sure I am saying things properly. Maybe there's a video I can watch.

My parents can help me by: practising my role-play with me at home.

Goal #2:

By the end of this term, I would like to: learn more about what it's like to live in Japan.

To achieve this goal, I will: research Japan on the Internet or the library and ask my neighbour, Mrs. Mori, what it's like to live there.

My teacher can help me by: bringing in books and pictures of Japan and, maybe, showing a movie.

My parents can help me by: buying me a book on Japan for my birthday and taking me to see a Japanese garden.

Note: This goal-setting sheet allows students to set long-term goals for their own learning and could be included in students' learning logs.

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Long-term Goal Setting

なまえ:	がくねん:	月　　日

Goal #1:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me: _____

_____

My parents can help me by: _____

_____

Goal #2:

By the end of this term, I would like to: _____

_____

To achieve this goal, I will: _____

_____

_____

My teacher can help me by: _____

_____

My parents can help me by: _____

_____

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Anecdotal Notes

Student Name	Date	Activity	Outcome (Grade 4)	Yes!	Not Yet	Comments
Michel	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Seemed to understand the directions but mixed up the sequence.
Josh	Jan. 8	Simon Says	LC–2.1a understand simple spoken sentences in guided situations		✓	Made some errors, followed some commands correctly; will do more review of vocabulary.
Ali	Jan. 15	Go Fish card game	A–3.3a manage turn taking	✓		Consistently and accurately used turn-taking vocabulary.
Janna	Jan. 15	Small group discussion	A–3.3a manage turn taking		✓	Sometimes acted out of turn and spoke when others were talking.
Marika	Jan. 17	Small group discussion	A–3.3a manage turn taking		✓	Unproductive and acted out of turn today. Will discuss with her after class. Check again next class.
Marika	Jan. 25	Small group discussion	A–3.3a manage turn taking	✓		New group, much better today. More effort and focus.
Michel	Jan. 25	Body part vocabulary review	LC–1.3a use a repertoire of words and phrases within a variety of lexical fields	✓		Improved use and understanding of vocabulary. Will try Simon Says again next week to check for learning.

Note: This form of Anecdotal Notes allows teachers to gather information about several different students as their performance relates to different learning outcomes at different times. In this sample, wherever an unsatisfactory performance was observed, the teacher planned another opportunity to observe the same student complete an activity in which the same learning outcome is addressed. The information provided by using this type of tool can be used to modify future instruction or to discuss students' learning.

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Anecdotal Notes

Student Name	Date	Activity	Outcome	Yes	Not Yet	Comments

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Observation Checklist

Student	Date	Activity	Outcome (Grade 4)	Student demonstrates that he or she has met the outcome.
Leesa	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	(Yes) Not Yet
Marc	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	(Yes) Not Yet
Andreas	Sept. 23	Singing traditional Japanese songs	A–6.1a use the language for fun	Yes (Not yet)
Su Mei	Oct. 1	Singing traditional Japanese songs	LC–1.1a recognize and pronounce basic kana-based (moraic) sounds	Yes (Not Yet)
Jack	Oct. 1	Singing traditional Japanese songs	LC–1.1a recognize and pronounce basic kana-based (moraic) sounds	(Yes) Not Yet
Ali	Oct. 10	Playing Karuta/Hiragana	LC–1.2a recognize and read basic hiragana	(Yes) Not Yet
Maya	Oct. 10	Playing Karuta/Hiragana	LC–1.2a recognize and read basic hiragana	(Yes) Not Yet
Philip	Oct. 10	Playing Karuta/Hiragana	LC–1.2a recognize and read basic hiragana	(Yes) Not Yet
Simone	Oct. 25	Creating labels for classroom/school objects	LC–1.2b copy familiar hiragana words	(Yes) Not Yet
Nour	Oct. 27	Creating labels for classroom/school objects	LC–1.2b copy familiar hiragana words	(Yes) Not Yet

Note: In cases where the student does not demonstrate a particular criteria, the teacher should plan an appropriate intervention.

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Observation Checklist

Student	Date	Activity	Outcome	Student demonstrates that he/she has met the outcome.
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet
				Yes Not Yet

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Checklist and Comments 1

Grade: 4	Date: May 3	Activity: Individual Q and A

Specific Outcome: S–2.3a use simple productive strategies, with guidance

Student Names:	Has met the outcome: Yes	Not Yet
• Al	☑	☐
• Freddie	☑	☐
• Kevin	☑	☐
• Marissa	☐	☑
• Esther	☐	☑
• Abe	☑	☐
• Elise	☐	☑
• Nour	☑	☐
• Benjamin	☑	☐
• Lydia	☑	☐
• Franco	☑	☐
• Joseph	☑	☐

Notes for future planning: do a role-play activity in which we talk about productive strategies students can use when speaking Japanese; e.g., use nonverbal means to communicate, use familiar repetitive patterns from stories, songs and rhymes, compensate for avoiding difficult structures by rephrasing. Students then record the ideas in their learning logs and set goals for using them.

Note: This Checklist and Comments tool demonstrates how a teacher can gather information on several students' performances as they relate to one learning outcome. The teacher can also use this information to plan for future instruction.

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Checklist and Comments 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

Student Names:	Has met the outcome: Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Notes for future planning: _____

_____

_____

_____

_____

_____

_____

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Checklist and Comments 2

Grade: 4	Date: October 5	Activity: Telephone conversations (invitations)

Specific Outcome(s): A–3.2a respond to offers, invitations and instructions; LC–1.1a pronounce some common words and phrases comprehensibly; LC–1.1b use intonation to express meaning; LC–1.3a use a repertoire of words and phrases in familiar contexts

Lance _____ **can:**
(Student name)

	Yes	Not Yet
• invite a friend to do something	☑	☐
• accept and reject an invitation	☑	☐
• pronounce words comprehensibly	☑	☐
• use intonation to express inquiry	☐	☑
• use appropriate vocabulary related to hobbies and invitations	☑	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: Seems to have a good understanding of the vocabulary.

Could improve: Seems not to understand intonation and how it can affect meaning.

Note: This Checklist and Comments tool demonstrates how a teacher can record information about student performance against several criteria. In this sample, the student is being assessed against the same criteria found in the sample rubric. The teacher could use a checklist to check student performance partway through a task, such as a telephone conversation.

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Checklist and Comments 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____ can:
(Student name)

	Yes	Not Yet
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐
• _____	☐	☐

Done well: _____

_____

_____

_____

Could improve: _____

_____

_____

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Rating Scale 1

Grade: 4	Date: March 10	Activity: Group classroom scavenger hunt

Specific Outcome: A–3.3b encourage other group members to act appropriately

Student meets the outcome:

Student Name:	Never	Sometimes	Usually	Always
• Jeremy				◉
• David		◉		
• Raj			◉	
• Sunita			◉	
• Alicia		◉		
• Kendra		◉		
• Taylor	◉			
• Billy			◉	
• Dimitri		◉		
• Kim		◉		
• Tran				◉
• Frida			◉	
• Tim		◉		
• Tania		◉		
• George			◉	
• Lilly			◉	
• Hannah		◉		
• Wes		◉		

Note: This sample Rating Scale demonstrates how a teacher can record the levels of performance for several students based on a particular outcome.

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Rating Scale 1

Grade:	Date:	Activity:

Specific Outcome: _____

_____

_____

Student Name:	Student meets the outcome: Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 2

Grade: 4	Date: November 12	Activity: Unit: My family

Specific Outcome(s): A–1.1a share basic information; A–1.1b identify people, places and things; LC-1.1b pronounce some common words and phrases properly; LC–1.3a use a repertoire of words and phrases in familiar contexts; LC–2.5a produce simple written words and phrases in guided situations; S–2.3a use simple productive strategies, with guidance

Student Name: **Name:** Tania

Criteria:	Never	Sometimes	Usually	Always
• was able to share basic information about his or her family		◉		
• identified the people in his or her family correctly			◉	
• used words relevant to the family correctly		◉		
• wrote words and phrases clearly and correctly		◉		
• used a dictionary to find new words related to the family	◉			
• used illustrations to provide relevant details about his or her family			◉	
• _____				
• _____				

Note: This sample Rating Scale demonstrates how a teacher could record information about the quality of a student's performance as it relates to learning outcomes.

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Rating Scale 2

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

_____

Student Name: _____

Criteria:	Never	Sometimes	Usually	Always
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●
• _____	●	●	●	●

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Rating Scale 3

Grade: 5	Date: March 10	Activity: Reading out some familiar words

Specific Outcome(s): LC–1.1b use comprehensible pronunciation, stress and intonation when producing familiar words or phrases (Language Competence/ phonology)

Levels of performance and corresponding criteria:

★★★★ Demonstrated **excellent** pronunciation on all words—**no** errors
★★★ Demonstrated **good** pronunciation on almost all words—a **few** errors
★★ Demonstrated **acceptable** pronunciation on most words—**several** errors but still comprehensible
★ Demonstrated **lots** of errors—**mostly** incomprehensible

Name of Student		Name of Student	
Saresh	★★★★		★★★★
Derek	★★★★		★★★★
Crystal	★★★★		★★★★
Dakota	★★★★		★★★★
Ellen	★★★★		★★★★
Troy	★★★★		★★★★
Jonathan	★★★★		★★★★
Sam	★★★★		★★★★
Jim	★★★★		★★★★
Sal	★★★★		★★★★
Rebecca	★★★★		★★★★
Steven	★★★★		★★★★
Janice	★★★★		★★★★
Tran	★★★★		★★★★
Polly	★★★★		★★★★

Note: This Rating Scale provides an example of how a teacher can quickly indicate levels of students' performances as they relate to one outcome.

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Rating Scale 3

Grade:	Date:	Activity:

Specific Outcome(s): _____

_____

_____

Levels of performance and corresponding criteria:

★★★★ _____

★★★ _____

★★ _____

★ _____

Name of Student:		Name of Student:	
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
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	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★
	★ ★ ★ ★		★ ★ ★ ★

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Rubric (Grade 4)

Name: Jeanne	**Date:** October 17	**Activity:** Conversation—making plans with a friend

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers, invitations and instructions. The overall message is **difficult to understand**.
Content A-4.1a	**Consistently** exchanges greetings and farewells.	**Frequently** exchanges greetings and farewells. The **occasional** error does not interrupt the message.	**Sometimes** exchanges greetings and farewells; however, the message is **unclear**.	**Rarely** exchanges greetings and farewells. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Note: This Rubric demonstrates how a teacher can assess one student's performance as it relates to different learning outcomes.

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Rubric

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Rubric and Checklist

Name: Ellen	**Date:** November 14	**Activity:** Telephone Conversation

Outcome	Excellent	Very Good	Acceptable	Limited
Content A–3.2a	**Consistently** responds to offers, invitations and instructions.	**Frequently** responds to offers, invitations and instructions. The **occasional** error does not interrupt the message.	**Sometimes** responds to offers, invitations and instructions; however, the message is **unclear**.	**Rarely** responds to offers invitations and instructions. The overall message is **difficult to understand**.
Content A–4.1a	**Consistently** exchanges greetings and farewells.	**Frequently** exchanges greetings and farewells. The **occasional** error does not interrupt the message.	**Sometimes** exchanges greetings and farewells; however, the message is **unclear**.	**Rarely** exchanges greetings and farewells. The overall message is **difficult to understand**.
Pronunciation LC–1.1a	**Consistently** uses proper pronunciation.	**Frequently** uses proper pronunciation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper pronunciation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper pronunciation. The overall message is **difficult to understand**.
Intonation LC–1.1b	**Consistently** uses proper intonation.	**Frequently** uses proper intonation. The **occasional** error does not interrupt the message.	**Sometimes** uses proper intonation. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses proper intonation. The overall message is **difficult** to understand.
Vocabulary LC–1.3a	**Consistently** uses words related to making plans with a friend.	**Frequently** uses words related to making plans with a friend. The **occasional** error does not interrupt the message.	**Sometimes** uses words related to making plans with a friend. Although there are **several** errors, the overall message is still understandable.	**Rarely** uses words related to making plans with a friend. The overall message is **difficult** to understand due to errors.

Work habits

- ☐ **worked independently**
- ☐ **worked with minimal assistance**
- ☐ **worked with some assistance**
- ☐ **required constant supervision and assistance**

Note: This Rubric demonstrates how a teacher can perform assessment of learning and assessment for learning at the same time, using the same assessment tool. This combination of rubric and checklist records information about a student's performance according to specific outcomes, as well as information about a student's work habits. When a student demonstrates a performance that is below the acceptable level, the checklist allows the teacher to record a reason why the student did not perform at an acceptable standard and provide a plan for future improvement.

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Rubric and Checklist

Name:	Date:	Activity:

Outcome	Excellent	Very Good	Acceptable	Limited

Work habits

- ☐ worked independently
- ☐ worked with minimal assistance
- ☐ worked with some assistance
- ☐ required constant supervision and assistance

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